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THE UNIVERSITY OF ALBERTA

CONSUMER CHOICE OF A UNIVERSITY EDUCATION: AN EXAMINATION OF THE DECISION PROCESS

by

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A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
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ABSTRACT

In the past decade many universities experienced a change in the traditional postsecondary student-institutional relationship, with the development of a relationship that is much more reciprocal in nature. Since 1973 the designation of the student as a consumer has received considerable support, for it portrays a student engaging in an exchange process with a university, a designation more in keeping with the reciprocity of the current student-institutional relationship.

This research examined the characteristics of some of today's university students and selected aspects of the decision process employed by the students when making the decision to attend university. The Engel-Kollat-Blackwell Theory of Consumer Behavior (1978) provided the conceptual framework for the research.

The study involved full time undergraduates at the College of Home Economics and the College of Education at the University of Saskatchewan. Data for the study was collected during March and April, 1982 via a questionnaire which was developed for the study. Data analyses were accomplished using the Statistical Package for the Social Sciences, and included frequency and percentage distributions; crosstabulations and chi-square; and the discriminant analysis.

Findings indicated that both colleges are still drawing students primarily from the traditional student sector. Most students are existing on incomes which are considered below the poverty line, and approximately two-thirds of the students were receiving some parental assistance. Parents were also the largest supplier of funding for students in both colleges. A larger percentage of students in Home

Economics first considered their choice of career after they left high school compared to the students in Education. Most first year students searched for information with the degree of search declining with the year of enrollment. The mean for the number of sources utilized by the students in the College of Home Economics was 4.3 and by the students in the College of Education was 4.8. For both Colleges the most used source was univerity students. Regarding evaluative criteria use, students in the College of Home Economics used a mean of 8.2 criteria and students in the College of Education used a mean of 6.9 criteria. For both Colleges, the most used evaluative criteria were the college program and previous investment in the program. All students made the decision to attend either on their own or else it was made jointly. No students felt that someone else had made the decision for them.

First year students had the lowest percentage of satisfied students for the beginning, middle and end of term in the College of Home Economics and for the beginning and middle of term in the College of Education.

The decision to engage in a specific exchange process is an important decision, for the student is faced with a vast array of educational opportunities, and the costs in both human and nonhuman currency which are associated with inappropriate choices are born by both the student and the university. A better understanding of this decision process has the potential for providing: a sounder basis for enrollment; explanations regarding attrition at both the college and professional level; direction for college planners; a more satisfied consumer body; a conservation of resources both economic (e.g., loss of

earnings) and non-economic (i.e., time); a means for increasing the effectiveness of the university marketing function; and for improved consumer education in the service sector.

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM	1
	Introduction	1
	Background to the Study	3
	Purpose	7
	Significance of the Study	10
	Definition of Terms	11
	Assumptions	12
	Limitations and Delimitations	13
	Summary	13
II.	REVIEW OF LITERATURE	15
	The Conceptual Framework	15
	Models of Consumer Behavior	15
	The Engel-Kollat-Blackwell (EKB) Model	17
	The Exchange Relationship	24
	Creating an Exchange	24
	The Marketing Process	30
	Decision Process Stages	34
	The Search for and Provision of Information	39
	Basis for Evaluation	46
	The Outcomes of Choice	51
	Summary	54
III.	METHODOLOGY	56

CHAPTER PAGE

The Population 56
College of Home Economics 56
College of Education 56
Instrumentation 57
Administration Procedures 60
Treatment of the Data 62
Summary 64

IV. FINDINGS: COLLEGE OF HOME ECONOMICS 66
Problem 1: Student Characteristics 66
Number Participating 66
Sex 66
Age 66
Marital Status 68
Gross Income 68
Citizenship Status 68
Year in Which Grade 12 was Completed 68
Grade 12 Average 68
Prior University Average 72
Distance of Permanent Residence from U. of S. 72
Size of Area Lived in During High School 72
Size of High School Attended 72
Number of Dependent Children and Child Care Responsibilities 75
Number of Siblings 75
Sibling Attendance at University 75
Accommodation and Homemaking Responsibilities 75

CHAPTER PAGE

Parents' Social Class 78

Sources of Funding 78

Educational Levels: Parents and Spouse 81

College Program 84

Language Spoken in Parental Homes 84

Students' Languages 84

Occupational Status of Student Prior to Attending 86

Occupational Status of Father 86

Occupational Status of Mother 86

Occupational Status of Spouse 87

First Considered Career Possibilities 87

Problem 2: Search 87

Type of Search 87

Sources of Information Used 89

Problem 3: Alternative Evaluation 92

Evaluative Criteria Used 92

Problem 4: Choice Process 100

Who Made the Decision 100

Problem 5: Outcomes 100

Outcomes of Choice 100

Dissonance Resolution 102

Summary 104

V. FINDINGS: COLLEGE OF EDUCATION 108

Problem 1: Student Characteristics 108

Number Participating 108

CHAPTER PAGE

Sex 108
Age 108
Marital Status 111
Gross Income 111
Citizenship Status 114
Year in Which Grade 12 was Completed 114
Grade 12 Average 116
Prior University Average 116
Distance of Permanent Residence from U. of S. 116
Size of Area Lived in During High School 116
Size of High School Attended 119
Number of Dependent Children and Child Care Responsibilities 119
Number of Siblings 119
Sibling Attendance at University 119
Accommodation and Homemaking Responsibilities 122
Parents' Social Class 125
Sources of Funding 128
Educational Levels: Parents and Spouse 132
College Program 132
Languages Spoken in Parental Homes 135
Students' Languages 135
Occupational Status of Student Prior to Attending 135
Occupational Status of Father 136
Occupational Status of Mother 136
Occupational Status of Spouse 136

CHAPTER PAGE

First Considered Career Possibilities 136

Problem 2: Search 137

Type of Search 137

Sources of Information Used 137

Problem 3: Alternative Evaluation 145

Evaluative Criteria Used 145

Problem 4: Choice Process 153

Who Made the Decision 153

Problem 5: Outcomes 153

Outcomes of Choice 153

Dissonance Resolution 155

Summary 155

VI. SIMILARITIES AND DIFFERENCES: THE COLLEGE OF HOME ECONOMICS AND THE COLLEGE OF EDUCATION 160

Problem 1: Characteristics of Today's Student 160

Age/Sex 160

Marital Status/Child Care 162

Grade 12 Averages/University Entrance Timing 162

Permanent Residence/Size of Area/ Size of High School 164

Number of Siblings/University Attendance 164

Accommodation/Shared Homemaking Responsibilities .. 165

Gross Income/Source of Income 166

Social Class 169

Educational Levels 169

Languages 171

CHAPTER PAGE

Occupations 171

First Considered College 173

Problem 2: Search Stage 173

Problem 3: Evaluation Stage 175

Problem 4: Choice Stage 179

Program 5: Outcome Stage 179

Problem 6: Application in the Service Sector 180

Summary 182

VII: DICUSSION, IMPLICATIONS, AND RECOMMENDATIONS 185

Problem 1: Characteristics of Today's Student 185

Problem 2: Search Stage 188

Problem 3: Evaluation Stage 191

Problem 4: Choice Stage 192

Program 5: Outcome Stage 192

Problem 6: Application in the Service Sector 193

Recommendations 194

BIBLIOGRAPHY 200

APPENDIX 1: Questionnaire 217

APPENDIX 2: Rating Scales Including Delighted-Terrible Scale 231

APPENDIX 3: Discriminant Analysis Summary Tables 233

APPENDIX 4: Spouse and Scholarship/Bursary as Sources of Funding: College of Education 237

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1.	Frequency and Percentage Distribution of Participants' Age by Year of Enrollment College of Home Economics	67
2.	Frequency and Percentage Distribution of Marital Status by Year of Enrollment College of Home Economics	69
3.	Frequency and Percentage Distribution of Students' Approximate Gross Income College of Home Economics	70
4.	Frequency and Percentage Distribution of Year in Which Grade 12 was Completed by Year of Enrollment College of Home Economics	71
5.	Frequency and Percentage Distribution of Student Averages in High School and University College of Home Economics	73
6.	Distance of Permanent Residence from U. of S., Size of Area Lived in During High School, and Size of High School Attended College of Home Economics	74
7.	Number of Dependent Children and Child Care Responsibilities College of Home Economics	76
8.	Total Number of Siblings and Number of Siblings Who Have Attended or Are Attending University College of Home Economics	77
9.	Frequency and Percentage Distribution of Accommodation Characteristics and Homemaking Responsibilities College of Home Economics	79
10.	Frequency and Percentage Distribution of Social Class of Parents by Year of Enrollment College of Home Economics	80
11.	Sources of Funding by Percentages Used College of Home Economics	82

TABLE	DESCRIPTION	PAGE
12.	Frequency and Percentage Distribution of Parental and Spouse Educational Levels College of Home Economics	85
13.	Frequency and Percentage Distribution of When Students First Considered This Career College of Home Economics	88
14.	Frequency and Percentage Distribution of Students' Type of Search by Year of Enrollment College of Home Economics	90
15.	Frequency and Percentage Distribution of Sources of Information Used College of Home Economics	91
16.	Frequency and Percentage Distribution of Evaluation Criteria Used College of Home Economics	93
17.	Frequency and Percentage Distribution and Rankings of Evaluative Criteria Considered Most Important College of Home Economics	96
18.	Discriminant Function Statistics Evaluative Criteria College of Home Economics	97
19.	Standardized Function Coefficients of Evaluative Criteria College of Home Economics	99
20.	Frequency and Percentage Distribution of Who Made the Decision by Year of Enrollment College of Home Economics	101
21.	Frequency and Percentage Distribution Outcomes by Year of Enrollment College of Home Economics	103
22.	Frequency and Percentage Distribution of Dissonance Resolution Options College of Home Economics	105
23.	Frequency and Percentage Distribution of Sex by Year of Enrollment College of Education	109
24.	Frequency and Percentage Distribution of Students' Age by Year of Enrollment College of Education	110

TABLE	DESCRIPTION	PAGE
25.	Frequency and Percentage Distribution of Marital Status by Year of Enrollment College of Education	112
26.	Frequency and Percentage Distribution of Student Gross Incomes by Year of Enrollment College of Education	113
27.	Frequency and Percentage Distribution of Year in which Grade 12 was Completed by Year of Enrollment College of Education	115
28.	Frequency and Percentage Distribution of Student Averages in High School and University College of Education	117
29.	Frequency and Percentage Distribution of Distance of Permanent Residence from U. of S., Size of Area Lived in During High School, and Size of High School Attended College of Education	118
30.	Frequency and Percentage Distribution of Number of Dependent Children and Child Care Responsibilities College of Education	120
31.	Frequency and Percentage Distribution of Total Number of Siblings College of Education	121
32.	Frequency and Percentage Distribution of Number of Siblings Who Have Attended or Are Attending University by Year of Enrollment College of Education	123
33.	Frequency and Percentage Distribution of Type of Accommodations by Year of Enrollment College of Education	124
34.	Frequency and Percentage Distribution of Accommodation Shared with Other University Students by Year of Enrollment College of Education	126
35.	Frequency and Percentage Distribution of Homemaking Responsibilities College of Education	127

TABLE	DESCRIPTION	PAGE
36.	Frequency and Percentage of Social Class of Parents by Year of Enrollment College of Education	129
37.	Sources of Funding by Percentage Used College of Education	130
38.	Frequency and Percentage Distribution of Parental and Spouse Educational Levels College of Education	133
39.	Frequency and Percentage Distribution of Elementary and Secondary Programs by Year of Enrollment College of Education	134
40.	Frequency and Percentage Distribution of When Students First Considered This Career College of Education	138
41.	Frequency and Percentage Distribution of Students' Type of Search by Year of Enrollment College of Education	139
42.	Frequency and Percentage Distribution of Sources of Information College of Education	141
43.	Discriminant Function Statistics Sources of Information College of Education	142
44.	Standardized Discriminant Function Coefficients of Sources of Information College of Education	144
45.	Frequency and Percentage Distribution of Evaluative Criteria Used College of Education	146
46.	Frequency, Percentage Distribution and Rank Order of Evaluative Criteria Considered Most Important College of Education	148
47.	Discriminant Function Statistics Evaluative Criteria College of Education	150

TABLE	DESCRIPTION	PAGE
48.	Standardized Discriminant Function Coefficients of Evaluative Criteria College of Education	151
49.	Frequency and Percentage Distribution of Outcomes by Year of Enrollment College of Education	154
50.	Frequency and Percentage Distribution of Dissonance Resolution Options College of Education	156
51.	Frequency and Percentage Distribution of Students' Age College of Home Economics and College of Education	161
52.	Frequency and Percentage Distribution of Students' Grade 12 Averages College of Home Economics and College of Education	163
53.	Frequency and Percentage Distribution of Students' Approximate Gross Incomes College of Home Economics and College of Education	167
54.	Rank Order of Use of Sources of Funding and Percentage of Total Funding College of Home Economics and College of Education	168
55.	Frequency and Percentage Distribution of Parental and Spousal Educational Levels College of Home Economics and College of Education	170
56.	Frequency and Percentage Distribution of Parental and Spousal Occupational Status College of Home Economics and College of Education	172
57.	Frequency and Percentage Distribution of When Students First Considered the Career College of Home Economics and College of Education	174
58.	Frequency, Percentage Distribution and Rank Order of Sources of Information Used Most College of Home Economics and College of Education	176
59.	Frequency, Percentage Distribution and Rank Order of Evaluative Criteria Used Most College of Home Economics and College of Education	178

LIST OF FIGURES

FIGURE	DESCRIPTION	PAGE
1.	The EKB Model (1978)	18

CHAPTER I

THE PROBLEM

Introduction

In the past decade there has been a change in the traditional postsecondary student-institutional relationship (Huddleston, 1980; Stark, 1977a). In the traditional relationship the education industry received overwhelming support and little public criticism. The service offered was assumed to be desirable (Stark, Davidson, Leahy, & Gschwender, 1977a, p. 6) and generally the students accepted the service as something they should consume (Kotler, 1975, p. 344).

Fissures in the traditional relationship developed in the 1960s, a period characterized by student unrest, changes in family life styles and social values (Huddleston, 1980, p. 22), and the general growth of the consumerism movement (Packer, 1980, p. 75).

These fissures deepened through the 1970s, a decade during which there was tremendous growth in the education industry and a subsequent increase in postsecondary educational options (Chapman & Gill, 1981, p. 348; Halstead, 1979, p. 8; Packer, 1978, p. 54-55). This growth of options coincided with, among other factors, a diminishing number of high school graduates (Centra, 1980; Nielson, 1980, p. 22; Packer, 1980, p. 54), rising educational costs and a tighter job market for graduates (Packer, 1980, p. 75-76).

These factors coupled with many other such dynamic factors described by Lucas (1975a, p. vii) as unprecedented in our history,

have all contributed to the severing of many of the traditional student-institutional ties.

Since 1973 the "student as consumer" has received a great deal of attention and support from various segments in society (Halliburton, 1978; Moye, 1977, p. 191; Packer, 1978, p. 53; Swagler, 1978, p. 126; Stark & Griffith, 1979). This terminology portrays a student engaging in the purchase and consumption related activities involved in an exchange process with an educational institution. This designation recognizes the reciprocity of the new relationship which is being forged between the student and the educational institution.

To better understand this new relationship it is necessary to have some knowledge of both the students who are engaging in this exchange relationship today and the process by which these students make their decision to attend a particular educational institution. This study examined some of the characteristics of today's students and their decision making process through the conceptualization of the student as consumer. As this approach is very broad in context the study focused on three stages of decision making - search, evaluation and outcomes. Students were categorized by year of the program in which they were registered as each year of enrollment was considered as a separate exchange process. Relationships between these stages and year of program were examined to determine if a decision making pattern could be determined and, if so, if it would remain the same or would change as the student makes a decision to engage in the exchange process for subsequent years.

Educational institutions, particularly those in the post-

secondary sector, are becoming aware of the need to re-examine their relationship with their students - if not from the desire to improve this relationship, at least from the dawning understanding that their very existence may depend upon it.

Background to the Study

Three sectors which operate in the marketplace are often identified as the profit (or business) sector, the government sector and the nonprofit or "third sector" (Nielson, 1980, p. 22). The third sector includes a large portion of the service industry which has grown enormously in the last decade. Nickels (1980, p. 435) estimates that seven out of ten Americans are working in the service industry. Services have been defined by Kotler (1975, p. 23) as acts that the person might perform that might satisfy the needs of the other party and these services involve time, energy, and skill.

The education industry is one of the largest of the service industries (Kotler, 1975, p. 344; Vaughn, Pitlik & Hansotia, 1978, p. 31) and in Canada it functions primarily within the nonprofit sector. Other nonprofit sector service industries include hospitals, museums, blood clinics, art galleries, and performing art troupes.

One of the traditional differences between profit and nonprofit service sector industries has been in their degree of responsiveness to the needs of the consumer. The difference is that business must be responsive to consumer needs or face immediate failure while non-business organizations such as schools, hospitals and unions die a much slower, but just as sure, death when ignoring consumer wants and

needs (Nickels, 1980, p. 474).

There are a number of forces documented as being prompting forces in the push for postsecondary educational institutions to become more aware of their consumers. These include:

1. The public opinion of education is declining (Elrick, 1983; Hamilton, Jung, & Wheeler, 1978, p, 137; Lucas, 1979, p. viii; Moodie, 1983, p. 342; Roots, 1984, p. 10)).
2. The number of high school graduates is diminishing (Darling, 1980, p. 75-76; Lucas, 1979, p. vii).
3. All postsecondary institutions are experiencing high attrition rates (Bean, 1980, p. 155; Huddlestone, 1980, p. 22).
4. Students now have more postsecondary choice options (Chapman & Gill, 1981, p. 348; Gill, Chapman & Miller, 1980, p. 592; Halstead, 1979, p. 8; Packer, 1978, p. 54-55).
5. University curricula are quickly becoming obsolete in our fast-moving society (Lucas, 1979a, p. vii).
6. The age distribution of university students is changing (Centra, 1980, p. 38; Darling, 1980, p. 48; Nielson, 1980, p. 22; Packer, 1978, p. 54; Stark & Griffith, 1979, p. 87).
7. The composition of the university student population is changing (Hamilton & Wheeler, 1979, p. 12). There have been increases in the number of older students (Pomazel, 1980, p. 126, Rubinton & Chernin, 1981, p. 176), and the number of female students (Darling, 1980, Rubinton & Chernin, 1981, p. 176). The number of foreign students is also increasing at many universities. For example, in

Ontario they now represent 4% of all undergraduates (Darling, 1980, p. 45).

8. The costs of education are rising (Packer, 1978, 1980). Along with inflation this affects not only the operating costs of the university but also works to decrease the discretionary income of the family thereby reducing the amount of funds available for application toward a university education (Centra, 1980, p. 36; Russel & Galin, 1978, p. 17).
9. The job market for college students is becoming tighter and there are projections that this will continue (Centra, 1980; Darling, 1980; Leithen, 1978, Packer, 1978, 1980).
10. Family life styles and social values are changing (Huddleston, 1980, p. 22).
11. The educational industry in general is experiencing pressures from various sources for accountability (Stark & Griffith, 1979, p. 87, Swagler, 1978, p. 126).
12. There has been a general shift in enrollment, from arts and science programs to professional ones. Education, however, is one field that has not benefitted from this shift and the demand for these programs is actually decreasing (Darling, 1980, p. 46).
13. The private rate of return on a university education, calculated as the costs of attending including foregone earnings compared to the prospective increase in income over a lifetime as a result of university attendance, is

dropping (Kerr, 1979, p. 2).

14. There has been and will continue to be both a growth of the consumer movement in general and its application to the educational sector (Packer, 1980, p. 75; Hoy, 1977, p. 180; Liethen, 1978, p. 43; Swagler, 1978, p. 126; Pernel, 1977, p. 31).

These forces coupled with the given prediction that these conditions will continue (Centra, 1980; Darling, 1980; Liethen, 1978; Packer, 1978, 1980) are creating a level of uncertainty not previously encountered in universities in Canada or the United States, affecting both the institution and its potential and current students.

Huddleston (1980) says that today's environment requires that colleges examine their relationship with their clients and indicates that research is needed to discover what prospective and current students perceive to be important and what level of satisfaction they are experiencing. Today's postsecondary students are at a distinct disadvantage in trying to deal with the vast education community, for while the institution can get a wealth of specific information on the student, the student must rely on hearsay and impressions plus whatever information the institution decides to provide (Packer, 1978, p. 52).

There is a need to graduate satisfied consumers from postsecondary institutions (Huddleston, 1980, p. 19) and, as Crockett (1978, p. 6) stresses, "recruiting graduates-to-be is quite different from recruiting just freshmen-to-be." This was brought into sharp focus by the advent of student consumerism. The students are

beginning to realize that they have the legal right to complain if they are not satisfied (Barnes, 1978; Stark & Griffith, 1979), and lawsuits have been initiated (El-Khawas, 1977; Stark & Griffith, 1979).

Most postsecondary institutions faced with rising costs during a period of fiscal restraint are experiencing pressures to maintain or increase their enrollment and a growing number of colleges and universities have adopted a new "hucksterism" in an attempt to achieve this end. Misleading catalogues, promotional advertising, and promises of placement have all been used by some hard-pressed colleges to lure students (Hollander, 1978, p. 169). If this trend is not checked now and controlled in the future by the postsecondary institutions, the courts will eventually be called upon to resolve the issue. This process of resolution will adversely affect not only the image of the institution in question but the whole of the Canadian postsecondary sector.

Purpose

The purpose of this study was to examine, within a consumer behavior framework, some characteristics of today's university students and the decision process employed by these students in their choice of an educational service and to examine how the results of this study may contribute to consumer behavior theory and its theoretical and practical application in the service sector.

Five major problems were addressed:

1. Problem 1 addressed the question of what were some of the cultural, economic and demographic characteristics of

today's university students in two colleges, Home Economics and Education.

1.1 What were the characteristics of students for each college?

1.2 Did these characteristics vary within each college by year of enrollment?

1.3 Did these characteristics vary between the colleges?

2. Problem 2 addressed the search stage of the decision process.

2.1 Did these students engage in an active search process?

2.2 Did the degree of search vary by year of enrollment?

2.3 Was there any variation in the search process between the colleges?

2.4 What were the sources of information used by the students?

2.5 Did the sources used vary by year of enrollment?

2.6 Was there any variation between the colleges in the sources used?

3. Problem 3 addressed the evaluation stage of the decision process.

3.1 How many evaluative criteria were employed?

3.2 Did the number of criteria vary by year of enrollment?

3.3 Was there any variation between the colleges in the number of criteria used?

3.4 What evaluative criteria were used most often by each college?

3.5. Did the evaluative criteria used vary by year of enrollment?

3.6 Was there any variation between the colleges in the evaluation criteria used?

4. Problem 4 addressed the choice stage.

4.1 Who made the decision that the student should attend for the 1981-1982 academic year?

5. Problem 5 addressed the outcome stage of the decision process.

5.1 How many students were satisfied or dissatisfied at the beginning of the term, midterm and end of term?

5.2 Did the number of dissatisfied students vary by year of enrollment?

5.3 Was there any variation between the colleges in the satisfaction/dissatisfaction of the students?

5.4 Did the students feel that there are ways in which doubts regarding correct college choice (dissonance) might be resolved?

5.5 Did the number of suggestions regarding dissonance resolution vary by year of enrollment?

5.6 Was there any variation between the colleges in the number of suggestions regarding resolution of dissonance?

6. Problem 6 addressed the question of what findings contribute to the understanding of the Engel-Kollat-Blackwell Model of Consumer Behavior (Engel, Blackwell, & Kollat,

1978) and to its application in the service sector.

Significance of the Study

This study is significant from four perspectives:

1. The study considered the student from the relatively new perspective of the student as a consumer engaged in an exchange process with an educational institution, thereby providing institutions with an alternative mode in which to examine and redefine the student-institutional relationship.
2. The study provided base line data for use by the colleges of Home Economics and Education for use in policy development and planning. For the College of Home Economics this study provided the base line data for a proposed longitudinal study of first year students to determine the changes experienced in this relationship over time.
3. The study contributed to a better understanding of the students' decision process stages of search, evaluation and outcomes. When considered jointly with the base line data, better understanding of this decision process has the potential for providing: a sounder basis for enrollment; explanations re: attrition both at college and professional level; direction for college planners; a more satisfied consumer body; a conservation of resources both economic (i.e., loss of earnings) and non-economic (i.e., time); a means for increasing the effectiveness of the

university marketing function; and for improved consumer education in the service sector.

4. The study contributed to the understanding of consumer behavior theory in general and more specifically to its application in the service sector. The service sector has only recently begun to receive attention by researchers with relatively little attention directed to postsecondary education.

Bennett (1977) contends that consumer behavior research suffers from both the lack of use of a theory in research endeavors and in communicating the results back to theory, for:

> Even when research has "utilized, been based on, or influenced by" theory, it is rare indeed to find the researcher reversing the process and speaking out about what the research results mean to the theory. We have been particularly lax in this contribution to theory. (Bennett, 1977, p. 12)

The need to communicate research results back to the theory is supported by Engel, Blackwell and Kollat (1978):

> Certainly the height of absurdity would be to claim that anyone presently has or will have the model of consumer behavior. A model to be useful will change as knowledge changes. Therefore, one should expect fairly substantial modification over time. (p. 562)

Definition of Terms

The terms utilized in this study which are defined by Engel, Blackwell and Kollat (1978) are presented in the review of the literature. Other terms used in this study are defined as follows:

First Year - This term refers to university students classified as being in Year 1 of their current program of studies.

Second Year - This terms refers to university students classified as being in Year 2 of their current program of studies.

Third Year - This term refers to university students classified as being in Year 3 or in the year immediately prior to their graduating year, of their current program of studies.

Fourth Year - This term refers to university students classified as being in their graduating year of their current program of studies.

Full-Time Undergraduate Student - Students registered in an undergraduate program at a university with a class load of three fullterm classes or their equivalent.

Assumptions

1. The EKB Theory of Consumer Behavior is a useful and relevant framework to initiate an exploration of the decision process used in becoming a consumer of post-secondary education.
2. Each questionnaire will be completed in good faith by the designated individual.
3. Consumer satisfaction can be measured by the Delighted-Terrible (D-T) scale (Andrews & Witney, 1976; Westbrook, 1980).

Limitations and Delimitations

1. The study was limited to full-time undergraduates resident in the spring of 1982 in the College of Education and the College of Home Economics at the University of Saskatchewan, Saskatoon, Saskatchewan.
2. Due to technical difficulties involved in accessing the data from the College of Education on a per student basis, the questionnaires were administered in class settings. Classes chosen were considered to be core classes.
3. Due to the small size of the College of Home Economics, the entire full-time population of the College was considered in the study, whereas the College of Education respondents represent a sample of the total population.
4. Due to the complexity of the Engel-Kollat-Blackwell Model of Consumer Behavior certain facets were singled out for study. The facets chosen for inclusion were those deemed to have potential for immediate use in the context of the student-institutional relationship.

Summary

The education industry is one of the largest service industries. Traditionally, the student accepted without question the services of this industry, and the student-institutional relationship was that of receiver and provider of services. Many of the ties of the traditional relationship have been severed in the last two decades

with the development of a new relationship which is much more reciprocal in nature. The conceptualization of the student as consumer provides a vehicle for examining this new relationship, for it portrays the student involved in an exchange process with the institution. The decision to become engaged in this exchange process is an important decision, for within this industry the student must choose from a vast array of educational opportunities. The desirability of promoting sound educational choice is undisputed, for inappropriate choices are costly in both human and nonhuman terms to both parties in this exchange relationship. The ability to promote sound educational choice can be assisted by a better understanding of the decision process employed by the consumer when making such a choice. The Engel-Kollat-Blackwell (EKB) Theory of Consumer Behavior provided a conceptual framework which facilitated the examination of this decision process.

CHAPTER II

REVIEW OF LITERATURE

The Conceptual Framework

Models of Consumer Behavior

In 1963 John Howard presented the first integrated model of buyer behavior. This pioneering effort provided the needed direction for the development of an interdisciplinary approach to consumer buyer behavior (Engel et al., 1978, p. 546). The use of the terminology "buyer behavior" has gradually been replaced in the literature by "consumer behavior", with consumer behavior defined as "the purchase and consumption-related activities involved in the exchange process" (Sternthal & Zaltman, 1975, p. 1). This terminology recognizes that there are a number of roles involved which include the initiator, influencer and user roles as well as the buyer role (Loudon & Bitta, 1979, p. 6).

The use of the new terminology and definition of consumer behavior reflects the current trend to consider consumers' purchase and consumption activities beyond the traditionally defined domain (Sternthal & Zaltman, 1975, p. 1) which consisted of a profit sector and government sector (Kotler, 1979, p. 37), to include a "third sector" (Nielson, 1980, p. 22). This third sector tends to be socially responsive and service oriented, specializing in the delivery of social services not adequately provided by either business or government (Kotler, 1979, p. 37). Third sector organizations depend

upon the support of private citizens and upon grants from the other two sectors (Kotler, 1979, p. 37). Such organizations include universities, institutes of technology, hospitals, churches, museums, and performing arts groups.

Three models of individual consumer behavior have received considerable recognition since 1966. These are the Nicosia model, the model of Engel, Kollat, and Blackwell (EKB model), and the Howard-Sheth model (Boone, 1977, p. 405). The functions of such models include explanation, integration and the generation of guidelines for research properties (Lunn, 1974, p. 53). The Nicosia Model has not received much attention in the last few years, and subsequently has not been revised as have the other two models. John Howard revised his 1963 model first in 1969 in collaboration with Jagdish Sheth, then again in 1974 with John U. Farley and L. Winston Ring. There has been a subsequent revision conducted in 1977 by Farley, John Lehman and others of Columbia University (Engel et al., 1978, pp. 548-549, 553). In 1966 Stewart Henderson Britt published Consumer Behavior and Behavioral Sciences which is considered to be a forerunner in this field.

Engel, Kollat and Blackwell published their first text in 1968 at which time the intent was primarily pedagogical for this was the first major text of consumer behavior to be published. By 1973 when the second edition was published, both the Nicosia (1966) model and the Howard-Sheth (1969) model had received considerable attention and there was a growing body of related research, all of which aided the EKB authors in their revision. The primary purpose of the 1973 model

was still considered by the authors to be pedagogical, but the model had been reshaped to reflect the current state of the art (Engel et al., 1978, p. 555). Following the evaluation of the 1973 EKB model conducted by Zaltman, Pinson and Angelmar, the EKB authors again revised their model (Engel et al., 1978, p. 559).

The Engel-Kollat-Blackwell Model (EKB)

The 1978 revision of the EKB model was chosen to provide the theoretical frameowrk for this study. The 1978 revision (Figure 1) had the following intents (Engel et al., 1978, p. 555):

1. To highlight more clearly the interrelationship between stages in the decision process and the various endogenous and exogenous variables.
2. To clarify the relationship between attitudes and behavior to reflect the contributions of the Fishbein extended model. Beliefs and intentions were introduced as explicit variables for the first time as was normative compliance.
3. To define the variables with greater precision and to specify functional relationships to permit empirical testing.

In keeping with the above intents the terms used in the model were defined in the following manner (Engel et al., pp. 557-558):

> active memory - a process whereby incoming information and that stored in long term memory are brought together and the new input is categorized and interpreted;
>
> anticipated circumstances - the expected status of income levels, available alternatives, time pressure, social and organizational setting, and other environmental influences at the time of choice;

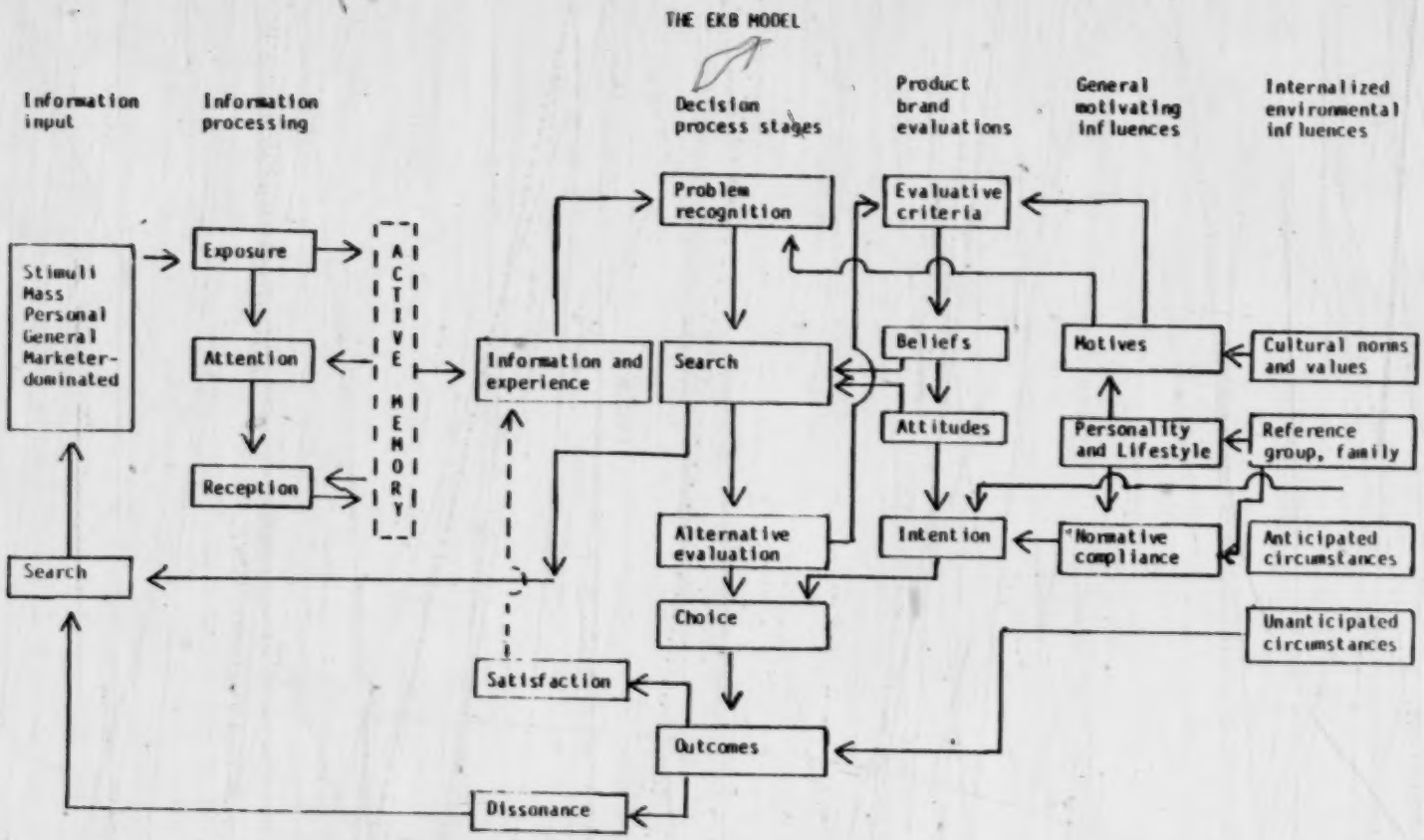

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Figure 1

attention - the active processing of exposed information stimuli with respect to a given alternative such that a conscious impression is made;

attitude toward the brand - a learned predisposition to respond consistently in a favorable or unfavorable manner with respect to a given alternative;

belief regarding the brand - stored information, which links a given alternative to specified evaluative criteria;

choice - selection and purchase of an alternative;

dissonance - post-choice doubt motivated by awareness that one alternative was chosen and the existence of beliefs that unchosen alternatives also have desirable attributes;

evaluative criteria - desired outcomes from choice or use of an alternative expressed in the form of the attributes or specifications used to compare various alternatives;

exposure - physical proximity to stimulus inputs with respect to a given alternative such that the individual had direct opportunity for one or more senses to be activated;

information and experience - the general informational content of long term memory with respect to product class and a given alternative;

intention - the subjective probability that a specified alternative will be chosen;

media usage - the individual's habits and preferences with respect to media usage;

message reception - accurate comprehension of the meaning of incoming information stimuli with respect to a given alternative and the storage of that input in long term memory;

motive - an enduring predisposition to strive to attain specified goals, containing both an arousing and directing dimension;

normative compliance - the outcome of the existence of perceived social influence on the choice of alternative plus a motivation to comply with that influence;

personality and life style - the pattern of enduring traits, activities, interests and opinions that determine general behavior and thereby make an individual distinctive in comparison with others;

post-choice search - a search for information following purchase to confirm the wisdom of the choice;

pre-choice search - motivated exposure to information with regard to a given alternative;

problem recognition - a perceived difference between the ideal state of affairs and the actual situation sufficient to arouse and activate the decision process;

satisfaction - an evaluation that the chosen alternative is consistent with prior beliefs with respect to that alternative;

stimuli - information available with respect to a given alternative;

social influence - the outcome of any interacting aggregation of people exerting an influence on an individual's selection and choice of a given alternative;

unanticipated circumstances - an unexpected change in status of income levels, available alternatives, time pressure, social and organizational setting, and other environmental influences at the time of choice.

Five decision process stages are used in the EKB model. The first stage in the decision process is problem recognition which Engel, Blackwell and Kollat (1978, p. 215) have defined as "a perceived difference between the ideal state of affairs and the actual situation sufficient to arouse and activate the decision process." Search, the second stage of the decision process, refers to the process whereby the consumer seeks information to learn about the advantages and disadvantages of the various alternatives to satisfy a problem that has become recognized (Engel et al., 1978, p. 257). After a problem is recognized the consumer may or may not be involved

in this second stage. Search does not precede a majority of consumer purchases (Engel et al., 1978, p. 237) that are considered routinized or habitual (Engel et al., 1978, p. 238). When it does take place, the "next question of importance . . . concerns the sources used and the importance of each" (Engel et al., 1978, p. 245).

The third stage in the decision process, the alternative evaluation, is a "process that consists of the comparison of various alternatives for purchase and consumption against those criteria or product attributes felt by the consumer to be important in the decision" (Engel et al., 1978, p. 365). It is here that the evaluative criteria play an important role. Evaluative criteria are expressed in terms of the desired attributes and may be stated as either objective or subjective attributes (Engel et al., 1978, pp. 336-367). Engel et al. (1978) contend that "the two most important characteristics of evaluative criteria include the number used in reaching a decision and the relative strength (salience) of each" (p. 369).

Choice and the outcomes of choice are the last stages in the decision process (Engel et al., 1978, p. 477). Choice is sometimes affected by circumstances which were not anticipated by the consumer and these are referred to as unanticipated circumstances. These unanticipated circumstances serve as a barrier and when they occur the intention to become a consumer either remains in existence until a later time or the decision making process begins anew (Engel et al., 1978, p. 3).

Post decision dissonance (doubt that a correct decision was

made) and satisfaction and nonsatisfaction are the most significant outcomes of choice (Engel et al., 1978, p. 479). Dissonance is a state of "post-choice doubt motivated by awareness that one alternative was chosen and the existence of beliefs that unchosen alternatives also have desirable attributes" (Engel et al., 1978, p. 558).

While there is a relatively high degree of similarity between the Howard (1974) model and the EKB (1978) model, the Howard model does not include dissonance as a post-choice consequence, nor does it consider the effect of unanticipated circumstances on the choice process, both of which are incorporated in the EKB model.

There are disadvantages in the use of any model as well as advantages. There is always the possibility that such an approach will miss an important variable or relationship not made explicit by the model. The EKB model also has the disadvantage of not having been tested in its entirety, and relationships among elements are at times only hypothesized because of the absence of needed research (Engel et al., 1978, p. 544).

The use of the EKB model offers the advantage of delineating for the researcher a number of important variables and hypothesized patterns of ways in which these variables will function for:

> a model is a replica of the phenomena it is intended to designate; that is, it specifies the elements and represents the nature of the relationships among them. As such, it provides a testable "map" of reality. (Engel, Blackwell & Kollat, 1978, p. 543)

The EKB model also has the advantage of having incorporated

within its framework the perspective that behavior is a process rather than a discrete act, and "is as concerned with how a decision is reached as it is with the decision itself" (Engel et al., 1978, p. 21). While this property of dynamism is incorporated implicitly in many models, it is incorporated explicitly in the EKB model (Scott, 1978, p. 714).

A number of studies have utilized the 1973 version of the EKB model including Jenkins (1973), Wall (1974) and Blackwell and Hilliker (1978). The EKB model was also chosen by Block and Roering (1976, p. 13) to provide the basic framework for their text Essentials of Consumer Behavior. The 1973 model was also used to provide the organizational framework for an annotated bibliography of consumer decision making, produced by the Consumer Research and Evaluation Branch, Consumer and Corporate Affairs Canada (1979).

Horne (1980) incorporated the EKB (1978) conceptual framework in a study designed to explore consumer satisfaction with a service. The purpose of Horne's study was to explain consumer satisfaction with the commercial serviceability of a selected group of textile products. The EKB (1978) model was also utilized by Crown (1980) to design a study to explore consumer attitudes toward flame retardance and textile flammability regulations and to design and test appropriate consumer education strategies.

The 1982 version was utilized by Horne and Crown in a study of information sources used in purchase of home furnishing textile products. The 1982 revision recognizes two decision procsses, the high-involvement decision process and the low-involvement decision

process. The high-involvement decision process involves "the activation of extended problem solving behavior when the act of purchase or consumption is seen by the decision maker as having high personal importance or relevance (Engel & Blackwell, 1982, p. 24). This might involve decisions that: reflect one's self image; are costly; the risks associated with a wrong decision are high; or have a strong outside reference group influence and a strong motivation to comply (Engel & Blackwell, 1982, p. 24). In high involvement decisions there is an active search and use of information and the consumer tends to make use of many evaluative criteria (Engel & Blackwell, 1982, p. 24-25).

In the low-involvement decision process the search for information is an internal search as the costs of an external search are likely to outweigh the benefits (Engel & Blackwell, 1982, p. 35). In low-involvement decisions only a limited number of evaluative criteria are used (Engel & Blackwell, 1982, p. 35).

The Exchange Relationship

Creating an Exchange

The new student institutional relationship may be clarified within the consumer metaphor (Stark, 1977c). This new metaphor employs a language which in many instances is likely to be more familiar to marketers than to educators.

Many educators find the consumer analogy bothersome as they associate it with marketing which is seen as representing a business perspective (Stark, 1977c, p. 212). Many marketers find it equally

abhorrent as they want to avoid the broadened concept of marketing and its straying away from the business perspective (Hunt, 1976). Other professionals including educators and marketers have called for broadening both the traditional perspectives of the concept of consumer behavior (Zaltman & Sternthal, 1975) and the concept of marketing (Kotler & Levy, 1969).

A very general definition of marketing is "human activity directed at satisfying needs and wants through exchange processes" (Kotler, 1980, p. 10). This exchange is the act of obtaining a desired object or product from someone by offering them something in return (Kotler, 1980, p. 13). A product is something which is considered to be capable of satisfying a need or want (Kotler, 1980, p. 11), and products are more than just physical objects, they include persons, places, organizations, activities, and ideas (Kotler, 1980, p. 13).

A study of university students through the conceptualization of the student as the consumer and the university as the marketer of a product can be of assistance to the university as it strives to understand today's student-institutional relationship. Today the university must do more than recognize and understand this relationship; the university must nurture this relationship and contribute to its growth. One way that universities and other non-profit service industries have achieved this is through the adoption of the broadened concept of marketing and today, marketing, the exchanging of something of value, has come out of the college closet and into college administrative offices, board rooms, faculty clubs and classrooms (Barton &

Treadwell, 1978, p. vii).

The broadened marketing concept is a philosophy about the relations an organization should have with its markets and publics (Kotler, 1975, p. 48).

> The marketing concept can be summarzied as a consumers' needs orientation backed by integrated marketing aimed at generating consumer satisfaction as the key to satisfying organizational goals. (Kotler, 1975, p. 46)

The core idea of the broadened concept of marketing lies in the exchange process (Kotler & Zaltman, 1971) and it calls for the offering of value to another party in exchange for value (Kotler, 1982, p. 6). The parties involved may include individuals, small groups, organizations or whole nations (Kotler, 1982, p. 6). Marketing, for non profit organizations, has been defined as:

> The analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (Kotler, 1975, p. 5; Kotler, 1982, p. 6)

Kotler's definition received tremendous support and has been widely adopted and quoted. Johnson (1979, p. 2) suggests that it should be accepted by individuals and institutions as a working definition. Indeed, any perusal of the text and bibliography sections in post 1975 related literature will lend support to the contention that it has indeed in actuality, if unofficially, become a working

definition.

The applicability of a marketing approach for public and non-profit organizations is increasingly being recognized (Brown, 1979, p. 25). The introduction of the broadened concept of marketing and the recorded use of the marketing concept by universities first appear in the literature around 1969 (Blackburn, 1980b; Kotler & Levy, 1969; Scott, 1975). Heated debates followed these initial writings such as the attack by Luck (1969). Kotler and Levy (1969) and Hunt (1976) report that many marketers were violently opposed to the broadened concept of marketing (Hunt, 1976; Kotler & Levy, 1969). Critics warned that the broadened concept would divert marketing from its true purposes and would dilute its content (Kotler, 1972). Many university people were just as opposed to the broadened concept when it was applied to the university sector (Gaither, 1979; Howard, 1979; Lucas, 1979; Van Luchene, 1980). The advocates of the new concept contend that much of the opposition arises out of misunderstandings, confusion, or partial but not complete knowledge of the broadened concept (Blackburn, 1980b, p. 25). Heckscher (1978), for example, demonstrates this problem of understanding when describing the marketing image to be "the carefully orchestrated program that seeks to hoodwink the vulnerable college-bound student" (p. 28).

The movement to expand the concept of marketing probably became irreversible when the Journal of Marketing (July, 1971) devoted an entire issue to marketing's changing social/environment role, in which marketing was applied to fund raising for the March of Dimes, health services, population problems, and the recycling of solid waste (Hunt,

1976, p. 18).

At the 64th Annual Meeting of the American Association of College Registrars and Admissions Officers in 1978 it was recommended that universities should seriously consider applied marketing approaches for a more complete understanding of college enrollment motivation and long term planning (Pomazal, 1980, p. 126-127). In a study of admissions officers in more than 700 colleges and universities in the U.S., Blackburn (1980) reports that selected aspects of the marketing process are being used effectively. The use of a marketing plan was considered to be most effective but it was not always used by the institutions surveyed.

The first step in developing a unified marketing approach is to assign the responsibility of marketing either to an existing office or to a new one (Larkin, 1979, p. 14). This is not to suggest, however, that marketing is something that is done in any particular office in isolation from the rest of the organization.

> There are three principal considerations in planning for expansion of the marketing concept in a college or university. First, the institution must become aware of the meaning of marketing, second, recognize a need for the development of a market oriented institution and third, recognize the basic problem of implementation. (Huddleston, 1980, p. 18)

The implementation requires more than enthusiasm (Kotler, 1979, p. 40). It requires a vast understanding of the marketing process and all departments must recognize that the actions of the whole organization have a profound effect on the organization's ability to create, retain, and satisfy consumers (Kotler, 1975, p. 46). The

organization's long run success will depend on the amount of satisfaction it generates (Kotler, 1975, p. 47).

The use of the consumerism analogy, even if not endorsed by all educators and perhaps even because of "its very repugnance," has been very successful in raising both public and institutional consciousness about many educational issues in a very short time period (Stark, 1977b, p. 212).

> In its call for increased responsiveness to the needs of students in the procedural aspects of their relationships with postsecondary institutions, consumerism represents a general challenge to review existing practices and, as necessary, to develop new procedures to meet changing student needs. (El-Khawas, 1977a, p. 124).

The use of the broadened concept of marketing provides a vehicle for the operationalization of these new procedures.

The case for increased responsiveness on behalf of our post-secondary institutions has been pushed from many sides:

1. The consumer movement in general has been a major contributing factor (Swagler, 1978, p. 126; Pernel, 1977, p. 3).
2. The entire education industry has experienced pressures for accountability (Swagler, 1978, p. 126; Stark & Griffith, 1979, p. 87).
3. Students face more postsecondary choice decisions than they did a decade ago (Halstead, 1979, p. 8).
4. The desirability of postsecondary education is being questioned (Hamilton, Jung & Wheeler, 1978, p. 137).
5. The high attrition rates are viewed with concern (Chapman &

Stark, 1979, p. 451; Huddleston, 1980, p. 22).

6. The age distribution of the college population is changing (Nielson, 1980, p. 22; Packer, 1978, p. 54) "College students are as likely to be adult citizens . . . as they are to be teenagers" (Stark & Griffith, 1979, p. 87).

The Marketing Process

The marketing process involves a number of steps or stages. The process begins with problem recognition then moves through the stages of setting objectives, selection of the target market, strategy design, implementation, evaluation and control (Brown, 1982).

The first stage of problem recognition is more difficult and requires more time than is generally acknowledged or allowed for. Too often there is the tendency to define the symptoms of the problem rather than the problem itself (Brown, 1981). More than one problem may be identified, all of which may be important and requiring attention. It will often be necessary at this point to set priorities.

In setting objectives the marketer must be first realistic (Brown, 1981). It may be necessary to spend considerable time working at promoting a general understanding of marketing before addressing any specific problems. Brown (1981) indicates that many efforts that are ranked as failures may in fact be potential successes, with the only "failure" of the effort being in the setting of unrealistic objectives. One common problem tends to be associated with the establishment of time frames, and a second with the establishment of unrealistic levels of achievement (Brown, 1981). The objectives must also be measurable (Brown, 1981). A marketer must indicate for

example, the actual time frame to be used, and the actual numbers to be involved. For example, the objective might be to increase the enrolment in the home economics program by 10% over the next three years. Actual budgetary and personnel assignments should also be established.

In the establishment of appropriate objectives it is necessary to remember that all change takes time and that not all people can be expected to change (Brown, 1981). It is also important to consider where in the "hierarchy of effects" (Brown, 1981) your objectives are going to relate. This hierarchy moves through the stages of awareness to comprehension to attitude to trial to behavior. Brown noted that the marketing of the Alberta government in regard to child abuse was directed first at the awareness level and has been gradually moving up through the various levels.

Only after you have created an awareness can you move on to create understanding. Only then can you go on to getting people to change their attitudes. Only then are they willing to give something a try and in the long term, to change their behavior (Brown, 1980, p. 6).

The next stage is the selection of the target market. An analysis of the cultural, economic, and demographic characteristics of the student consumers is the logical starting point for any study of consumer behavior as these variables become internalized within the consumer and influence the choice that is made (Engel et al., 1978). Such an analysis also allows for the identification of the consumers who have chosen a particular service. After the identification has

been made it is possible to consider the advisability of market segmentation.

"A market is the set of all actual and potential buyers of a product" (Kotler, 1980, p. 16), and "a market segment is a subset of buyers who have similar needs and/or responses to marketing offers" (Kotler, 1980, p. 50).

Litten (1979, p. 60) defines a market segment as a group of consumers or clients - actual or potential - with common characteristics which differ from those of other segments. Market segmentation consists of dividing the market into fairly homogeneous parts where any part may conceivably be selected as a market target to be reached with a distinct marketing mix (Kotler, 1975, p. 99). Market segmentation recognizes the fact that consumers are not identical; they have different concerns, interests, and preferences which must be met in marketing a particular product or service (Litten, 1979, p. 60).

Until the post-World War II era, market segmentation was not an especially vital consideration because the environment was often one characterized by an excess of demand over supply. During this period it was frequently possible to ignore the differences in the market (Engel, Warshaw & Kinner, 1979, p. 165). In today's market the situation is quite changed (Engel et al., 1979, p. 165). An organization cannot attain any marketing efficiency if it treats the whole market as having equal product interest and equal resources, for some segments of the market will inevitably be more responsive to the product offer than others (Kotler, 1975, p. 99; Litten, 1979, p. 60).

Some of the segmenting variables which may be used, may be

considered within four general categories: geographic, demographic, psychographic and behavioristic. Geographic variables include region, city size, density, and climate. Demographic variables include age, sex, family size, stage of family life cycle, income, occupation, education, religion, race, nationality and social class. Psychographic variables include social class, life style and personality. Behavioristic variables include purchase occasion (i.e., regular occasion, special occasion), benefits sought (i.e., economy, convenience, prestige), user status (i.e., nonsuer, exuser, regular user), loyalty status (i.e. none, strong), readiness stage (i.e., unaware, informed, intending to buy), and marketing-factor sensitivity (i.e., quality, price, service).

There is no unique way to divide the market into segments. There are many ways to divide a market into segments but not all resulting segments are effective from a marketing view (Kotler, 1980, p. 308). To be useful the market segments must not just be different in terms of their characteristics but in terms of relevant behavior.

Market segmentation has been utilized in many marketing studies in many varied contexts in the nonprofit sector (Wagner, B.J., 1981). Examples of its use are found in the field of nutrition (Fine, 1980), the performing arts (Andreason & Belk, 1980), and health care (Brown, 1977, 1979). Although for many universities the problem is too complex for any single variable to define the market (Larkin, 1979, p. 14), market segmentation is a necessity. First, because of limited resources, universities cannot respond to all needs of their potential markets and must concentrate service on specific groups within the

marketplace (Larkin, 1979, p. 14; Brown, 1981). Secondly, because each market segment is unique, strategies may not be stable over time for as new kinds of students attend college, the new clienteles generate new market segments (Larkin, 1979, p. 16). This view is supported by Kotler (1975, p. 102) who views market segmentation as a creative conceptual art that results each time in some particular view of market structure. It should be noted however, that:

> The identification of market segments and the analysis of market structures and institutional position are of interest to the academic marketer and institutional researcher only if marketing strategies can be developed which are particularly appropriate to a given segment. (Litten, 1979, p. 61)

Decision Process Stages

The next stage involves strategy design. There are a great many marketing instruments or tools that an organization can use to design a strategy to facilitate the relationship it is seeking with the target markets. These instruments make up the marketing mix and various classifications of these exist (Kotler, 1975, p. 163). The most popular is the one known as the "four Ps" which consists of product, promotion, place and price (Brown, 1980, p. 3; Buchanan & Barksdale, 1974, p. 39; Kotler, 1975, p. 17; Kotler & Zaltman, 1971). Each "P" is in reality a collection of instruments and each is sufficiently complext to warrant a lifetime of specialization (Kotler, 1975, p. 163). Two other tools which are sometimes included are those of research (Brown, 1980, p. 3) and atmospherics (Kotler, 1975, P. 219).

Promotion includes the major activities or advertising, personal selling, publicity and sales promotion (Brown, 1980; Kotler & Zaltman, 1971). These activities are discussed in the review section on the search for and provision of information.

The concept of place is used to describe how an organization plans to make its products and services available to its customers (Kotler, 1975, p. 190). This may mean arranging for accessible outlets (Brown, 1980, p. 3), the planning of which entails selecting or developing appropriate outlets, deciding on their number, average size, and locations, and giving them proper motivation to perform their part of the job (Kotler & Zaltman, 1971). Other terminology is used to designate place. Distribution is often used while educational institutions often speak of dissemenation, or health care institutions refer to health delivery systems.

Place is a marketing tool and used fairly extensively by universities. The concept of place is paramount in university extensions, for the need to move out from the campus to the populace was the prime reason for beginning an extension movement (Buchanan & Barksdale, 1974, p. 39). Some universities provide instruction via television to students living far from campus. Some such installations even include direct phone line to allow off campus students to ask questions during the class period (Upah, 1980, p. 65). Off campus instruction has been provided by the University of Saskatchewan utilizing proctors in various communities together with telephone lectures originating from the campus. The provinces of Alberta and British Columbia have been experimenting with satelite

transmissions as a means for example, of providing students access to classes not available at their home campus. In the United States a university in New York offers classes on the commutor trains (Upah, 1980, p. 66).

Price represents the costs that the buyer must accept in order to obtain the product (Kotler & Zaltman, 1971). The pricing consideration generally considered refer only to the monetary cost. Price however refers to more than monetary costs and includes considerations of: time costs (Brown, 1980); effort or energy costs (Brown, 1980; Kotler & Zaltman, 1971); opportunity costs (Brown, 1980; Kotler & Zaltman, 1971); psychic costs (Kotler & Zaltman, 1971); and forgone leisure costs.

The conception of monetary cost as the cost that an individual pays to attend university is also rather constricting and quite misleading. The actual monetary cost born by the student, particularly in public universities, is only a portion of the actual monetary costs involved in the student's education.

Pricing decisions are very important to a university. They must realize enough monetary return to enable them to at least maintain their current standards, while balancing tuition and fees at an acceptable level (acceptable to imply either as designated by government or the consumer and in some cases having to contend with both). The consumer's acceptable level will depend on their perceived value of what is being bought, which may include considerations of its curriculum, student services, size of classes, faculty-student relations, reputation, social status, campus appearance as well as the

monetary cost (Huddleston, 1978, p. 41).

Research is included in the marketing mix as it is considered as being in essence the glue that holds the whole thing together (Brown, 1980, p. 3).

Research is worth particular mention primarily as a reminder that the marketing tools are not to be conceived of as a "bag of tricks". Research is not however restricted to use here, but rather it must permeate the whole of the marketing program.

Atmospherics is defined as the designing of buying and consuming environments in a manner calculated to produce specific cognitive and/or emotional effects on the target market (Kotler, 1978, p. 219).

A marketing strategy considers a problem in relation to having the right product backed by the right promotion put in the right place at the right price (Kotler & Zaltman, 1971), based on the right research and with consideration of the right atmospherics.

Although people in higher education do not like to admit it, they package and sell their product in much the same way as other institutions (Hodgkinson, 1978, p. 159). This product is something that can be changed to respond more closely to the wants of the consumers. In a study of University extensions the product was periodically changed or new products added, while products were eliminated much less often (Buchanan & Barksdale, 1974, p. 39).

Higher education seems to be one of the few endeavours where a product (the curriculum) is put together and then given to the sales force (the admissions staff) to market to consumers (students) with little or no consideration as to whether it meets the needs of the

consumers or if the consumers want it in the first place (Mudie, 1978, p. 9).

The next stage is implementation. The number of problems encountered at this stage will have been overcome to a large extent if the university has successfully adopted a marketing orientation. Again, funding is one of the major problems that a marketer has to contend with; timing and staffing are others (Brown, 1981). All three act as barriers in the implementation process. Marketers have to develop creative ways of overcoming these barriers. For example the marketer could coordinate the appearance of advertisements and publicity releases with either reinforcing or complementary messages (Larkin, 1979, p. 20).

Buchanan and Barksdale (1974) in a report of a study they conducted on the marketing activities of a number of university extension departments found that the difficulty in implementation seemed to be caused both by a lack of planning for the marketing concept to be communicated to all employees and by an absence of a priority ranking system.

A step by step report of a successfully implemented marketing plan used to market a university cooperative education program is provided by Haddock (1977). This plan had a solid financial base guaranteed, adequate staffing and carefully prepared time guidelines all of which are documented in the article.

The last stage is that of evaluation and control. Without evaluation a marketer has no idea of how successful the marketing strategy was, and without this knowledge the marketer has lost control

of the process. When a marketer has set objectives, then the marketer can evaluate and on the basis of this can control via changing objectives, changing the market segment, and/or changing the strategy (Brown, 1980, p. 5).

It should be noted that evaluation is not something that is "tacked on at the end" but should be like feedback and research an integral part of the whole process. Evaluation is a part of the marketing process that is ongoing and allows for modifications in the marketing plan.

The aspects of control, evaluation and research are necessary ongoing dynamic functions like feedback and should not be depicted as a singular stage in marketing. Each of these aspects are again representative of entire fields of study.

The Search for and Provision of Information

The need for the identification of the key information sources used by university students was cited by Vaughn, Pitlik & Hansota (1978). Four different categories of consumer information sources have been identified based on whether the source is marketer dominated or general in nature, and whether it utilizes face-to-face or mass communication (Engel et al., 1978, p. 245).

If the source is general in nature and utilizes face-to-face communication it is placed in the category called word of mouth influence (Engel, et al., 1978, p. 245). Word of mouth influence information sources which have been studied are parents, family, teachers, and friends, with parents and friends being very influential (Chapman, 1980). If the source is general in nature and utilizes mass

media communication it is placed in the category called general content media (Engel, et al., 1978, p. 245). If the source is dominated by the marketer and utilizes face to face communication it is place in the category called personal selling and when the source is marketer dominated but utilizes the mass media it is called advertising and point-of-sale influence (Engel, et al., 1978, p. 245). Only in the latter two categories can the message be directly controlled by the university.

Personal selling is defined as any form of personal presentation and promotion of products, services, or ideas by an identified sponsor (Kotler & Zaltman, 1971). With personal selling the marketer must determine the size of the total sales force, the development of personal presentation strategies, the degree and type of sales force motivation and supervision and the evaluation of sales force effectiveness (Kotler & Zaltman, 1971).

Personal selling adds a human element to the relationship between the consumer and the organization which allows for dialogue. However,

> For people to be effective at personal contact work, they must be well-selected, trained, motivated, supervised, and evaluated. The techniques for this are well-known from years of work with sales forces in the commercial sector, and are readily applicable to those doing the contract work for nonprofit organizations. (Kotler, 1975, p. 72)

Generally speaking, nonprofit organizations do not carefully train their field employees in the nuances of client relations (Kotler, 1975, p. 213). It is very important that universities have carefully

trained personnel and that this training is kept current. To keep effective we can expect to need not only new skills but quite possibly new types of training (Dominick, Johnson, Chapman & Griffith, 1980, p. 7). A study by Russel and Sullivan (1979) on the increased use of faculty for academic advising raised doubts as to the kind of impact faculty advisors have on their advisees. "Preparing them as para-professionals in the area of helping and career decision making skills may be going beyond where most faculty members are prepared to go" (Russel & Sullivan, 1979, p. 295).

A large portion of personal selling efforts are at present directed at admissions. One vehicle used is the college visit. Tours of the universities are arranged for high school students on an annual basis. The use of university students as tour guides is particularly effective if they have been carefully selected and trained (Baty, 1981).

Sometimes rather elaborate arrangements are made, particularly if a selective group of students is being sought. At Virginia Polytechnic Institute, for example, an annual scholarship competition is sponsored, during which the high school competitors and their parents are brought to the campus for a weekend. During this weekend the activities include a campus tour, various presentations, and a large banquet. The warmth through personal contact that the weekend provides, projects a positive image of the college and this helps make the college attractive to not just the successful candidates, but to all who attend (Austin & Titchener, 1980, p. 55). The use of the on campus visit to increase admissions is encouraged by Crockett (1978,

p. 6) and Heckscher (1978, p. 28).

Contact with guidance counsellors and high school visitations have been diminishing in recent years (Mudie, 1978, p. 17), and it is predicted that this trend will continue (Johnson, Chapman, & Griffith, 1980, p. 7). Crockett (1978) supports the decrease in these practices. Mudie (1978) still sees value in these contacts when they are limited or modified. Two examples of modifications which are presently used are the counsellor lunches, which allow university personnel to meet with the counsellors collectively rather than individually, and the counsellor campus visit. Both of these approaches are viewed as having considerable merit (Baty, 1981).

The perception of personal contact is also important. Even today in the era of personalized letters via computer printout, students prefer any written contact which utilizes a personal salutation such as "Dear Marsha" rather than "Dear Student" (Druesne, Harvey & Zavada, 1980). Crockett (1978, p. 6) contends that both money and time are well spent in the personalization of recruitment techniques and methods aimed directly at students.

Contact by telephone is also an important personal selling technique. Students are often swayed by telephone calls particularly when the callers seem personally interested in their plans and are eager to answer questions (Druesne et al., 1980, p. 16).

Experience at several universities has shown that the percentage of inquirers who become applicants increases when personal contact is made (Habben & Stewart, 1980, p. 11). Turner (1978, p. 34) reports that the institution with notably successful admissions efforts deeply

involves not only the admission staff but also other administrators, faculty members, current students and alumni in the process.

Every college has vast numbers of alumni often spread throughout the world. These people can communicate important, albeit varied, messages over a wide geographic area (Turner, 1978, p. 34). Alumni, proud of their alma mater, can provide a positive image of, and a sense of identity with, the university in hundreds of communities (Habben & Stewart, 1980, p. 9). Although the acceptability of using alumni in recruiting is relatively new, successful programs have been established at a number of universities which include Boston University, Indiana University, and the University of Pennsylvania (Habben & Stewart, 1980, p. 9). Habben & Stewart (1980, p. 9) also indicate that other benefits accrue from the use of alumni, for there is evidence that participation in an alumni recruitment effort does foster alumni identification with the university and it is those alumni who identify with their alma maters that tend to become donors.

Mudie (1978, p. 16) supports the use of alumni for they are the "proof of the pudding," a living testimony to the value of a university's program. Alumni must however receive training before becoming formally active for the university (Mudie, 1978, p. 16; Habben & Stewart, 1980, pp. 9-11).

Promotion has been described as the communication-persuasion strategy and tactics that will make the product familiar, acceptable, and even desirable (Kotler & Zaltman, 1971) and it provides the incentive to participate in the exchange (Brown, 1980). Promotion includes the major activities of advertising, personal selling,

publicity and sales promotion (Brown, 1980; Kotler & Zaltman, 1971). The term communication is often used to replace the term promotion to stress the aspect of dialogue, the two-way exchange of information in the marketing process (Nickels, 1980). Universities need a long-range communication strategy which should be proactive rather than reactive (Larkin, 1979, p. 21). Williams (1978, p. 23) stresses the need to be honest with the clients and to share with them what is good and not so good about the institution being represented in light of the client's needs, interests and career objectives. "Our job is not just to lure, pursue, and catch a student like some prize fish" (Williams, 1978, p. 23). Heckscher (1978) supports the need for providing honest information which addresses the strengths and weaknesses of the institution - what it can or cannot provide.

Advertising is defined as a paid form of nonpersonal presentation and promotion of products, services, or ideas by an identified sponsor (Kotler & Zaltman, 1971). Advertising involves such varied media as magazine and newspaper space; radio and television; outdoor advertising such as posters, signs, sky-writing; novelties such as matchboxes and calendars; cards on cars and buses; catalogues; directories and references; programs and menus; circulars; and direct mail (Kotler, 1975, p. 202).

Advertisements are used to inform potential consumers with the intent that they may lead individuals to react favorably toward a product, service, or idea (Larkin, 1979, p. 20). Unfortunately, advertising is an area of great waste for many organizations because they do not approach the instrument with sufficient understanding

(Kotler, 1975, p. 72). In deciding to use advertising, the organization must develop its advertising objectives, advertising budget, message, media and advertising evaluation (Kotler, 1975, p. 203). Universities have a strong communication responsibility and are involved in preparing annual reports, direct mailings, classified advertisements, broadcast messages, and other forms of advertising (Kotler, 1975, p. 203). To be effective these advertisements must reach the appropriate audience and they must be easily understood by the audience. Both appear as two problems currently experienced in university advertising. First, the university audience is usually thought of as a single market rather than differentiated market segments, and college advertisements are not usually tailored to those chosen segments or target markets. As a result, many readers are exposed randomly to advertisements that have no utility to them, while those who could benefit are never exposed at all (Larkin, 1979, p. 20).

The university also contributes directly to the second problem, that of understandability. The information in printed material, college catalogues in particular, is frequently written at a reading level well above that of the major intended audience. In addition to this, the vocabulary that is utilized is often both unfamiliar and relevant only within a particular university context (Johnson & Chapman, 1979). Students also have difficulty in interpreting this information (Stark & Marchese, 1978). Because it is predicted that the universities will spend more time advertising through printed materials (Dominick, Johnson, Chapman & Griffith, 1980, p. 4), universities need to undertake a careful examination of the adequacy of

their present publications (Dominick et al., 1980, p. 4). The need for this examination is supported by Stark and Marchese (1978) in their proposal that universities undertake an audit of college publications.

One example of a Canadian university that has advertised fairly extensively is the University of Lethbridge, Alberta (Baty, 1981; McCleary, 1981). Other Canadian examples and a critique on the recruiting practices at a number of universities is presented by Tausig in the March 1980 issue of University Affairs wherein he finds a real need for more advertising to attract and inform both part-time and continuing education students (Tausig, 1980).

Basis for Evaluation

The desirability of promoting sound choice among educational options is considered by Stark (1977a, p. 159) to be undisputed and this choice will be no better than the information on which it is based (Chapman, 1978, p. 25). Some of the factors cited in the literature as those students want to know about are:

1. The academic situation (Heckscher, 1978, p. 28).
2. The social and extra curricular life (Heckscher, 1978, p. 28).
3. The strengths and the weaknesses of the institution (Heckscher, p. 28).
4. The costs involved and financial assistance available (Stark & Griffith, 1979; Huddleston, 1980; Packer, 1980).
5. Career opportunities (Huddleston, 1980; Packer, 1980).
6. Advising and other support services (Stark, 1977c, p. 168).

Stark (1977c) recognized the abundance of discussion in the literature about providing more adequate information for prospective students. There is, however, "little agreement on precisely what information students need to make educational decisions" (Stark, 1977c, p. 166). The area of research which concerns the information students actually use in making college choices "has been almost entirely neglected" (Stark, 1977c, p. 167). One of the problems with existing research as identified by Chapman and Stark (1979, p. 460) was the lack of use of theoretical models to guide inquiries into the effects of better information on students choice.

One study conducted by Rowe (1980, p. 4) identified the priorities perceived by high school seniors concerning the information necessary for them to make post-high school educational decisions regarding college selection. Students indicated that academics and finances were top priority as well as practical information about job placement. Family and friends were reported as having the greatest influence in the decision process.

A second study (Vaughn, Pitlik & Hansotia, 1978) identified 16 choice criteria thought to be those most commonly used by prospective students and parents, examined their relative importance, compared the evaluation of several universities on each attribute, and evaluated the criteria for relative determinance. The choice criteria examined by Vaughn et al. (1978) were in order of importance: quality of information received; quality of faculty and academic reputation of the university; reputation of the business program; amount of individual assistance that could be provided by the faculty; number

and variety of courses offered; size in terms of number of students per class; size in terms of the college's student population, a personal interest displayed by college personnel, and basic cost of attending; location; job placement services (after graduation); campus size; housing facilities; availability of financial aid; and influence of friends who are attending. Due to the poor response rate of the mailed questionnaires, the researchers cautioned that the results were tentative and further research was needed.

Vaughn et al. (1978) also used factor analysis to explore the underlying cognitive structures of university choice. A number of questions for further study were given including: Do selection criteria change after the student enrolls and attends for some time? Do the needs for seniors differ and is it important to understand these so they will graduate as satisfied customers? What are the disconfirmed expectancies of the students prior to their fourth year? Will an analysis of these disconfirmed expectancies help to reduce attrition?

Support for the aspect of differing reasons for attendance by year was cited in a 1973 study (Croake, Keller & Catlin, 1973, p. 25). Stark (1977c, p. 168) provides a summary of related studies of types of information desired by both prospective and enrolled students. Nine types of categories of information were compiled with notings given for: importance to prospective students; importance to enrolled students; availability of information; and whether or not each category was known to affect decisions.

Reid and Holley (1972), in a study on university choice in

England, concluded that there is a distinctive English idea of a university and that merely increasing the quantity or quality of the information available is not enough, one must have a better understanding of the perceptions of the receivers and the extent to which selection is based on popularly held stereotypes.

Yarger, Howey and Joyce (1977, p. 34) conducted a national survey of preservice teachers in the United States. Data were obtained from 175 teacher training institutions, and over 2,200 students were surveyed. From the respondents the reasons for attendance that were cited were: the program available; the cost; convenience to home; and a belief that they would obtain a job on graduation. Two thirds of these students indicated they were very satisfied with their major field courses as well as with the job information they had received. The majority (55%) indicated they would prefer to teach in suburban or small town settings. A high percentage indicated, however, that they were not able to make an estimation of the market for their services. They also noted that the main reason for choosing teaching as a career was a desire to work with children. Hours of work and vacation periods were also influential. Security was mentioned less often. The job was not seen to have high levels of power or status; they believed job satisfaction would depend on their own competence (Yarger, Howey & Joyce, 1977, p. 35); and 60% found the student teaching experience to have a positive effect in their decision to be a teacher (Howey, Yarger & Joyce, 1978a, p. 17).

Pomazel (1980, p. 133), in a study which investigated attitudes

regarding enrollment at a university, concluded that many marketing efforts may not have been as successful as they could have been for three reasons. First, many efforts focused on nonsalient beliefs, values and feelings. Emphasizing an institution's quality of education will not be as effective in changing a person's attitude if the person's main concern is transportation. Second, even if a group's salient beliefs are addressed they may have focused on beliefs that failed to differentiate between those that intended to enroll and those that did not. Recruitment efforts need to deal effectively with specific salient beliefs, values and feelings related to the consequences of enrolling. A third reason may be the failure to focus on a sufficient number of differentiating salient issues.

The university must be concerned not only with the actual information it provides the public about itself, but also with the public's perceptions of the information and the institution. In Canada, for example, there is little evidence to support the contention that students are being forced out of university by an inability to afford the costs of their education (Ungar, 1980; Davidson, 1980). The price of a university education that may frighten away potential applicants may in fact be only the perceived price, not the actual one (Wagner, B.J., 1981, p. 37). If students and their parents think they cannot afford postsecondary education they will not even bother to apply (Nelson, 1978, p. 19), nor seek information which might negate this belief. However, in the Chapman study (1979) where price included tuition and fees, room and board, application fees, deposit fees, and financial aid in amount and type,

Chapman found that price was not important to students classified as high income but was important to lower income students. The pricing considerations generally considered refer only to the monetary cost (Wagner, B.J., 1981, p. 36). Price however refers to more than basic monetary costs and includes considerations of time costs (Brown, 1980); effort or energy costs (Brown, 1980; Kotler & Zaltman, 1971); psychic costs (Kotler & Zaltman, 1975); and forgone leisure costs (Wagner, B.J., 1981, p. 36).

The Outcomes of Choice

The outcomes of the choice process, namely satisfaction, dissatisfaction or dissonance, have received considerable attention in the marketing literature. These studies have not, however, tended to consider the specific relationships between expectations, performance and satisfaction, or the dimensions of performance which are important or their relationship to satisfaction (Swan & Combs, 1976, p. 25). The empirical studies are primarily related to the choices made within the profit sector and not within the service sector. Notable exceptions include the Gaff and Bodur (1978) study which addresses consumer response to dissatisfaction with services and intangibles and studies by: Horne (1980); Andreasen and Belk (1980); Vaughn, Pitlik and Hansotia (1978); and Westbrook (1980b).

The problems associated with measuring satisfaction and dissatisfaction have been noted by Andreasen (1977) who proposes that the question of how one can and ought to measure this depends on the answer to three questions. Question one considers whether or not one wishes to maximize satisfactions or just minimize dissatisfactions.

For practical purposes Andreasen advocates the latter, as it is difficult to make all people fully satisfied. In the context of education it is also unrealistic to assume that all consumers should be satisfied for a "college cannot be everything to everyone" (Huddleston, 1980, p. 20).

Andreasen's second question addresses whether or not one wishes to measure consumer perceptions or some objective reality. The third question considers at what point in the process does one measure satisfaction and dissatisfaction, should it be a measure at the initial post purchase stage or rather as a final measure which would allow for the resolution of dissonance. A number of researchers including Vaughn, Pitlik and Hansotia (1978), Crooke, Keller and Catlin (173), and Howey, Yarger and Joyce (1978a), appear to support checking for differing responses at various stages. Howey, Yarger and Joyce noted surprise with the positive response from students in teacher training institutions toward their programs of preparation, given the negative views expressed by experienced teachers. They speculated that this might be a result of lack of perspective, necessary to develop criteria for judging a teacher education program, which will come after they have internalized their personal role of teacher (Howey, Yarger & Joyce, 1978a, p. 16-17).

According to the Howey, Yarger and Joyce study there is a high attrition rate in the teaching profession, the underlying causes of which deserve much attention (Howey et al., 1981a, p. 11). The profile that emerged from the U.S. National Survey of Preservice Education indicated that only 84 out of 100 persons admitted to a

teacher education program graduate; 59 of the 100 will locate a teaching position; and approximately 30 of the original 100 would still be teaching after three years (Howey et al., 1978a, p. 11).

The attrition patterns are not endogenous to teacher education, for Huddleston (1980, p. 22) indicates that 40% of entering students will not complete a baccalaureate degree in the college where they initially enroll. These students' attrition patterns may be part of the normal exploratory behavior of students (Howey et al., 1978a, p. 11). However, making allowances for some level of attrition is necessary or we may retain students who find they do not even like children (DeBruin, 1977, p. 200). On the other hand, attrition patterns may be one indication of the existence of consumer dissonance or dissatisfaction.

Studies of dissatisfaction with products lend support for the likelihood of this kind of activity as the research suggests that consumers are more likely to attribute their product dissatisfaction to either the product or seller or both than they are to themselves (Westbrook, 1980a, p. 53). Similar reactions may be prevalent in postsecondary education as well, for universities do little to encourage students to critically analyze their services nor do they assist them in developing realistic views (Stark, Davidson, Leahy & Gschwender, 1977, p. 7).

Taylor (1978) contends that many postsecondary students have no sound reason for being in college and would not have attended if they had been given valid information. Taylor sees the cost of providing space and instruction for the students who never complete college as

staggering, and the waste of public dollars to be shameful. The human costs are also considered. By the time these students realize their mistakes and drop out, much damage has already been done in terms of wasted time and effort and frustrated hopes. Taylor contends that this may also be the case for some of those students who persist in college (Taylor, 1978, p. 194).

Summary

During the last decade there has been a change in the student-institutional relationship. This new relationship can be clarified within the consumer metaphor. This allows consideration of the reciprocity of this new relationship, in which the student and the institution are involved in an exchange of something of value. The use of a consumer behavior framework allows for the examination of the student in this relationship, and the EKB model of consumer behavior provided the framework for the study. Within this framework it was possible to examine cultural, economic and demographic characteristics of the students and the process by which these students made their decisions to become consumers of a university education. Three stages in this decision process, the search stage, evaluation stage, and the outcomes stage have been the focus of the review of literature for this study and these have also been examined in relation to theory development.

Because this study viewed the student as a consumer involved in an exchange relationship, the institution's role was considered to be an intregral part of this relationship. The use of the broadened

concept of marketing - the exchanging of something of value - provided the means for understanding the institution's role in the exchange relationship. Research relevant to this aspect of the exchange provided guidance for the inclusion of specific variables that could be considered within the EKB framework which would have some practical utility for the promotion of sound educational choice. This promotion of sound education choices will assist in the nurturance of a mutually satisfying exchange.

CHAPTER III

METHODOLOGY

The Population

College of Home Economics

The population of this study included all full-time undergraduates at the College of Home Economics at the University of Saskatchewan (U. of S.) who were in residence during March and April, 1982. As the size of the College in terms of student population is relatively small, with a total of 155 full-time undergraduate students, the entire population was included in the study. A total of 152 students responded and this represented 98% of the total population.

College of Education

The population included all full-time undergraduates at the College of Eduation at the University of Saskatchewan who were in residence during March and April, 1982. As the size of this College is relatively large, with a total of 1,572 full-time undergraduate students, the entire population was not included in the study. Due to technical difficulties involved in accessing names of students by year of enrollment, the initial intention of using a random sample of students by year of enrollment was abandoned, and replaced by intact classes which were considered to be core classes. A total of 514 students responded and this represented 33% of the total population.

Instrumentation

A questionnaire (see Appendix 1) was constructed based on the relevant literature and research findings which pertained to the selected aspects of the decision process which were designated for exploration in this study. The questions relating to the demographic data were incorporated whenever possible in the form utilized by the Office of Institutional Planning, University of Alberta, in their student characteristics questionnaire, which was designed for use with full-time undergraduates (Davidson & Bryan, 1980). The decision to maintain the same format whenever possible was made in collaboration with P. R. Davidson in the interest of developing demographic profiles of commonalities and differences of students in their respective colleges (faculties) on the two Western Canadian campuses.

Thirty-six factors or criteria which may be used to evaluate the choice of the service were included for study. Students were asked to check the factors that were important considerations when they made their decision to attend for the 1981-1982 academic year, to indicate the five most important factors and to rate these in order of importance.

Twenty-four sources of information were listed on the questionnaire. Students were asked to check the sources from which they received information when they made their decision to attend for the 1981-1982 academic year. The students were also asked to indicate the five most important sources and to rank these sources in order of importance.

The size of the high school categories corresponded to those used by B. J. Wagner (1975). The determination of the size of the area categories was based on the size of cities utilized by the Government of Saskatchewan Highways and Transportation Department for up to 5,000 population. The over 5,000 population breakdown was based on actual city size and for Saskatchewan the categories include: the 5,000-9,999 population centers of Estevan (9,376), Melfort (6,192), Melville (5,332), and Weyburn (9,540); the 10,000-24,999 population centers of Lloydminster (14,093), North Battleford (14,134), Swift Current (15,255), and Yorkton (15,588); the 25,000-99,999 population centers of Moose Jaw (34,562) and Prince Albert (32,100); and the 100,000 and over centers of Regina (163,217) and Saskatoon (154,261).

Distance categories followed those established by R. M. K. Wagner (1981) which were established to approximate convenient travel times. The 0-24 mile or 0-39 kilometer category represented travel time up to approximately one hour, as consideration was given for time involved for travel within the city. The 25-74 mile or 40-119 kilometer category represented an estimated travel time of between one hour and two hours, or one-quarter of a day from the university center to home area. The 75-149 mile or 120-239 kilometer category was estimated to represent between one-quarter and one-half of a day if one were travelling by car. The 150-349 mile or 240-559 kilometer category was estimated to represent a major travel commitment by car of one-half to a full day and the last category of 350 miles or 560 kilometers and over was used to represent long distance travel, usually from outside the province (Wagner, R.M.K., 1981, p. 80).

The Delighted-Terrible (D-T) Scale (Andrews & Witney, 1976) was used to determine the degree of satisfaction that the students were experiencing. Westbrook (1980) examined the suitability of the D-T scale for consumer satisfaction applications. The D-T scale, other rating scales and the free response measure that were in the Westbrook study are presented in Appendix 2. Westbrook (1980, p. 72) concluded that the D-T scale was a suitable measurement of consumer satisfaction, and that his findings should not only encourage the use of D-T scale but also allay concerns about the quality of this satisfaction measurement. The coding of occupations followed the format utilized by Statistics Canada (1971). The questionnaire (Appendix 1) also included a number of other questions, at the specific request of the College of Home Economics, which were not included in the analysis for this study.

The questionnaire was first pilot tested in April, 1981 with a class of undergraduates in the Faculty of Education, University of Alberta. The questionnaire was then revised and two subsequent pilot testings were conducted with undergraduates at the University of Saskatchewan.

The second form of the questionnaire was designed to allow for the data to be read directly from the questionnaire by a data input operator. This eliminated the stage of having to transpose the data for the operator. With consideration of the population under study it was felt that this transposition offered a higher potential for human error than did the use of the more complex format of the questionnaires as university students are generally very familiar with formats

which facilitate the use of the computer in data analysis. Both the wording of the questions and the design of the questionnaire were discussed with two University of Saskatchewan Researchers, Dr. Earl Misanchuk from Extension and Community Relations and Dr. Al Yakulic, Department of Educational Psychology, College of Education, both prior to and after pilot testing at the University of Saskatchewan.

Administration Procedures

Permission to use the College of Home Economics in this study was granted first by Dean D. Gibson in March 1981. The faculty of the College of Home Economics endorsed this decision in the fall of 1981.

Permission to use the College of Education was granted first in December 1980 by Dr. M. Scharf, Assistant Dean, Graduate Studies, Research and Field Services. In February, 1981, Dr. K. Wilson, Associate Dean of Education formally contacted the department heads requesting support for the study and they agreed. They informed the faculty in their departments of the nature of the study, and granted the researcher permission to contact the faculty individually and arrange for class time for the administration of the questionnaire. Access to the class was given at the discretion of the class professor and was granted as requested for all but one class. In this case, however, the professor arranged for the same group of students to be available in an alternate class situation.

In the College of Education the questionnaire was administered in 27 classes, and in the College of Home Economics in six classes. The questionnaires were administered to all classes by the researcher

during March and April, 1982. The researcher was introduced as a graduate from their College who was currently a doctoral student at the University of Alberta. The professors generally encouraged the students to participate. The students were informed of the nature of the study, the need for their participation and the potential benefits of such research for future students. The students were reminded that their participation was voluntary and independent of class activities. The confidentiality of the data was discussed and the students were instructed to not write their names on the questionnaire. The students were asked to check their names off class lists which were provided by the researcher with the explanation that this was necessary from two perspectives. The first being in the interest of the research itself to determine the extent of the class participation and secondly to serve as a check on the researcher if perchance the actuality of the administration of the questionnaire was in doubt.

Of the classes in the College of Education in which the questionnaires were administered there was an absenteeism rate of approximately 2-3 students per class. The instructors of the classes were questioned to determine if these students would be considered to be non-attenders. This pattern was reported in only two classes which happened to be night classes and in these instances the non-attenders were determined to be part-time students who would have, in any case, been excluded from the current study. The other instructors indicated that the absent students were not habitual non-attenders.

In the College of Education six students who were in attendance during the administration of the questionnaire chose not to partici-

pate. Four of these were in attendance in one evening class and three of these students started the questionnaire but later cited the need to make bus connections as the reason for not participating. One of these three did however complete the questionnaire and returned it by campus mail. The two other students who chose not to participate were in separate day classes. In total five students who were in attendance did not participate.

In the College of Home Economics it was possible to make contact with the small number of students who were not in attendance during the class administration of the questionnaire. Three students in this College, two in first year and one in third, chose not to participate.

During this same time period, structured interviews based on the questionnaire were conducted to check the communicability of the questionnaire. Eighteen students from the College of Education and 13 students from the College of Home Economics, with representation from all years, were interviewed by the researcher. No problems were encountered.

Treatment of the Data

The questions on occupations were all examined by the researcher who inserted the appropriate occupational codes. A number of questions also had other categories as options and these were also examined, to determine if they were duplicates of already listed categories. The data were then entered directly from the questionnaires into the DEC 20 System by Academic Computing Services at the University of Saskatchewan. The data were scrutinized to determine if

the students met the requirements of being a full time undergraduate in either the College of Home Economics or the College of Education and only the data from the students meeting this requirement were retained for the study.

The analyses utilized the Statistical Package for the Social Science (SPSS) Program, Version-79 (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1979). The following subprograms were used: Condescriptive, which computes descriptive statistics for interval-level data; Frequencies, which computes and presents one-way frequency tables and descriptive statistics for what are termed discrete or classificatory variables; Crosstabs, which computes and displays two-way to n-way crosstabulation tables; and Discriminant, which performs discriminant analysis.

In this study four categories of students were identified by year of enrollment: first years; second years; third years; and fourth years. A number of factors including the size of the area the student resided in during high school, Grade 12 average and distance from permanent residence were examined utilizing the subprogram Crosstabs to investigate the relationship between these factors and the year of enrollment. The chi-square statistic was used to determine whether or not the variables were statistically independent.

> When we compute chi-square, we estimate mathematically what the contingency table would look like if there was no relationship between the two variables and then determine if the actual contingency table is or is not different from this hypothetical table indicating no relationship. If chi-square analysis tells us that the data are not different, then we conclude that there is no association and we do no more. (Fox, 1969, p. 202)

Due to the exploratory nature of the research the confidence level of five percent level of significance (Fox, 1969, p. 58; Nie et al., 1975, p. 222) was accepted for use, with relationships having the probability of occurring by chance more than 5% of the time reported as being not statistically significant. The actual significance levels are given for the relationships reported as being statistically significant.

The subprogram Discriminant was used to perform a discriminant analysis to see if it was possible to distinguish between the student categories, which were predefined by year of enrollment, and two separate collections of discriminating variables, these being: the evaluative criteria utilized; and the sources of information utilized. This multivariate analyses was chosen as the groups were defined by the research situation and it was assumed that each person would fall into one of these groups.

Due to the large number of variables in each collection, for example 36 evaluative criteria, the stepwise procedure was selected to determine if there were more discriminating variables than necessary to achieve satisfactory discrimination. The assumption is that the stepwise procedure is an efficient way of approximately locating the best set of discriminating variables (Nie et al., 1975, p. 448).

Summary

The study involved full time undergraduates at the College of Home Economics and the College of Education at the University of Saskatchewan. Data for the study were collected during March and

April, 1982 using a questionnaire which was developed for the study. The questionnaire was designed to examine the characteristics of today's university students and selected aspects of the decision process engaged in by students when making their decision to become a consumer of this particular service.

Due to the nature of the questions posed in the study and the descriptive exploratory nature of the study both univariate and multivariate methods were employed in the analyses of the data.

CHAPTER IV

FINDINGS: COLLEGE OF HOME ECONOMICS

Problem 1: Student Characteristics

Number Participating

A total of 152 full-time undergraduates out of a possible total college population of 155 participated in the study, giving a participation rate of 98%. There was 100% participation for second and fourth years; 98% participation for third and 93% participation for first years. As the size of the college in terms of student population is relatively small, the entire population was included in the study.

Sex

All students registered at the time were female.

Age

The ages of the students fell within three age classifications providing for a possible range between 18 and 34 years of age. The largest classification was the 18-20 years of age classification with 49.3% of the students, followed by the 21-24 years of age classification with 43.5%, with the remaining 7.2% in the 25-34 years of age classification.

Age was found to differ significantly by year of enrollment (Table 1). In one-third of the valid cells the expected cell frequency was less than five.

Table 1

Frequency and Percentage Distribution of Participants' Age by Year of Enrollment College of Home Economics

	Age						
	18-20		21-24		25-34		Total
	N	%	N	%	N	%	
First Year	24	88.9	3	11.1	0		27
Second Year	37	74.0	8	16.0	5	10.0	50
Third Year	14	31.8	28	63.6	2	4.5	44
Fourth Year	0		27	87.1	4	12.9	31
Total	75	49.3	66	43.5	11	7.2	152

$x^2 = 69.96$
Significance $< .001$

Marital Status

A total of 19 or 12.5% of the students were married (Table 2). When the students' marital status was cross-tabulated with age the relationship was found to be significant ($p < .001$). Two students (2.7%) in the 18-20 age group were married; nine students (13.6%) in the 21-24 age group were married; and eight students (72.7%) in the 25-34 age group were married.

Gross Income

The majority of the students (82%) in the College of Home Economics are existing on gross incomes of under $7,000 with 65% of all students having incomes of $4,999 and under. These data are presented in Table 3. There was no significant difference in incomes by year of enrollment.

Citizenship Status

Three students were not Canadian citizens, two were permanent residents and one a student visitor.

Year in Which Grade 12 was Completed

The relationship between year of enrollment and year in which grade 12 was completed was significant at the .001 level. These figures are presented in Table 4. The findings indicate that the majority of students are entering university directly after completing high school, however as 50% of the valid cells have an expected cell frequency of less than 5 these results must be interpreted with caution.

Grade 12 Average

Grade 12 averages reported for this college ranged from the

Table 2

Frequency and Percentage Distribution of
Marital Status by Year of Enrollment
College of Home Economics

	Marital Status				
	Single		Married		
	N	%	N	%	Total
First Year	25	92.8	2	7.2	27
Second Year	45	90.0	5	10.0	50
Third Year	40	90.9	4	9.1	44
Fourth Year	23	74.2	8	25.8	31
Total	133	87.5	19	12.5	152

Table 3

Frequency and Percentage Distribution of
Students and Approximate Gross Income
College of Home Economics

Approximate Gross Income	Descriptive Statistics	
	N	%
$ 4,999 and under	96	64.9
$ 5,000 - $ 6,999	25	16.9
$ 7,000 - $ 9,999	13	8.8
$10,000 - $12,999	2	1.4
$13,000 - $15,999	3	2.1
$16,000 - $19,999	2	1.4
$20,000 - $23,999	0	
$24,000 - $27,999	2	1.4
$28,000 - $32,999	2	1.4
$33,000 - $37,999	1	.7
$38,000 - $44,999	1	.7
$50,000 and over	1	.7
Total	148	100.3[a]

Note: [a] Does not equal 100% due to rounding errors.

Table 4

Frequency and Percentage Distribution of Year in Which Grade 12 was Completed by Year of Enrollment College of Home Economics

	Year										
	1965-69		1970-74		1975-79		1980		1981		Total
	N	%	N	%	N	%	N	%	N	%	
First Year	0	0	0	0	5	18.5	4	14.8	18	66.7	27
Second Year	1	2	4	8	16	32	29	58	0	0	50
Third Year	2	4.5	0	0	42	95.5	0	0	0	0	44
Fourth Year	1	3.2	3	9.7	27	87.1	0	0	0	0	31
Total	4	2.6	7	4.6	90	59.2	33	21.7	18	11.8	152

$x^2 = 165.87$
Significance $< .001$

60-69% group to the 90-95% group. The classification of 80-89% contained the college mode with a total of 76 (50%) students, with 126 or 83% of the population falling within two categories representing averages between 70-89%. A breakdown by year of enrollment is provided in Table 5. There was no signficant difference by year of enrollment.

Prior University Average

Table 5 displays the prior university average for the second, third and fourth year students.

Distance of Permanent Residence from the U. of S.

The breakdown by distance is reported in Table 6. Distance intervals are reported in both kilometers and miles. There was no significant difference by year of enrollment. The largest group of students (mode=55) was in the 0-39 Km or 0-24 miles classification representing 36.4% of the students. The second largest group of students was in the 240-559 Km or 150-349 mile classification representing 35.1% of the students.

Size of Area Lived in During High School

The largest group of students (35.3%) was in the 100,000 plus population classification, with the second largest classification being a rural area or population center of under 250 with 22.7%. A breakdown by year of enrollment is provided in Table 6. There was no significant difference by year of enrollment.

Size of High School Attended

There was no significant difference in the size of the high school attended by year of enrollment. Approximately two-thirds of

Table 5

Frequency and Percentage Distribution of
Students' Averages in High School and University
College of Home Economics

Averages	Descriptive Statistics	
	N	%
Grade 12		
50-59%	0	0.0
60-69%	14	9.2
70-79%	50	32.9
80-89%	76	50.0
90-95%	12	7.9
Did not complete Grade 12		
Total	152	100.00
Prior University Average[a]		
50-59%	7	5.7
60-69%	46	37.4
70-79%	56	45.5
80-89%	14	11.4
Total	123[a]	100.00

Note: [a] First Year students are not included.

Table 6

Distance of Permanent Residence from U. of S., Size of Area Lived in During High School, and Size of High School Attended
College of Home Economics

Characteristics	Descriptive Statistics	
	N	%
Distance of Permanent Residence from U. of S.		
0 - 39 Km (0-24 miles)	55	36.4
40 - 119 Km (25-74 miles)	7	4.6
120 - 239 Km (75-149 miles)	20	13.2
240 - 559 Km (150-349 miles)	53	35.1
560 Km+ (350 miles +)	16	10.6
Total	151	99.9[a]
Size of Area Student Lived in During High School		
Under 250	34	22.7
250 - 999	14	9.3
1,000 - 4,999	17	11.3
5,000 - 9,999	5	3.3
10,000 - 24,999	15	10.0
25,000 - 99,999	12	8.0
100,000 +	53	35.8
Total	150	99.9[a]
Size of High School Attended		
299 and under	53	35.3
300 - 599	30	20.0
600 - 999	21	14.0
1,000 and over	45	30.0
Other	1	.7
Total	150	100.0

Note: [a] Does not equal 100% due to rounding error.

the college students attended high schools classified as large or small with one-third in schools of under 300 students and one-third in schools of over 1,000 students. These figures are presented in Table 6.

Number of Dependent Children and Child Care Responsibilities

In the College of Home Economics seven students (4.6%) had dependent children and 10 students (6.6%) had some child care responsibilities with eight (5.3%) of these indicating their responsibilities ranged from shared equally to full responsibility. A breakdown by year of enrollment is provided in Table 7. There was no significant difference by year of enrollment.

Number of Siblings

For the students in the College of Home Economics the number of siblings ranged from none at all to 12 with a mean of 3.1 and a mode of 2. These figures are presented in Table 8. There was no significant difference by year of enrollment.

Sibling Attendance at University

From the college 57% of the students had siblings who had attended or were currently attending university. These figures are presented in Table 8. There was no significant difference by year of enrollment.

Accommodation and Homemaking Responsibilities

There was no significant difference in the type of accommodation by year of enrollment. Approximately one-half (51%) of the college students lived in self-contained rental units off the university campus. Another 5% of the students lived in self-contained units

Table 7

Number of Dependent Children and Child Responsibilities
College of Home Economics

Characteristics	Descriptive Statistics	
	N	%
Number of Dependent Children		
0	145	95.4
1	2	1.3
2	4	2.6
3	1	.7
Total	152	100.0
Child Care Responsibilities		
none	141	93.4
very little	2	1.3
share equally	3	2.0
most	2	1.3
full	3	2.0
Total	151	100.0

Table 8

Total Number of Siblings and Number of Siblings
Who Have Attended or Are Attending University
College of Home Economics

Characteristics	Descriptive Statistics	
	N	%
Total Number of Siblings		
0	5	3.3
1	19	12.5
2	43	28.3
3	34	22.4
4	28	18.4
5	9	5.9
6	6	3.9
7	2	1.3
8	0	
9	3	2.0
10	2	1.3
11	0	
12	1	.7
Total	152	100.0
Number of Siblings Who Have Attended or Are Attending University		
0	65	42.8
1	45	29.6
2	28	18.4
3	10	6.6
4	2	1.3
5	2	1.3
Total	152	100.0

on the campus to bring the total of those living in self-contained units to 85 or 56%. The next largest classification was parents' homes with 30 or 20% of these students thus accommodated. Students in accommodations providing room and board (excluding the parental home) numbered 22 or 14% of the population with 15 of these students living in residences on the University campus. These figures are presented in Table 9.

Over half of the students (52%) shared their accommodation with other University students (see Table 9).

Approximately 75% of the students had homemaking responsibilities which ranged from sharing equally to full responsibility, while 3.9% had no homemaking responsibilities. These figures are also shown in Table 9. There was no significant difference in the homemaking responsibilities by year of enrollment.

Parents' Social Class

For the College of Home Economics, 2% of the students classified their parents as lower class; 11.2% classified their parents as lower middle class; 40% classified their parents as middle class; and 40% classified their parents as above middle class. Approximately 3% of the students did not believe that social classes existed. A breakdown by year of enrollment is presented in Table 10. This relationship was statistically significant at the .0482 level; however, the expected cell frequency was less than five in 68% of the valid cells so these findings must be interpreted with this in mind.

Sources of Funding

Parents were the most used single source of funding. Parents

Table 9

Frequency and Percentage Distribution of Accommodation Characteristics and Homemaking Responsibilities College of Home Economics

Characteristics	Descriptive Statistics	
	N	%
Type of Accommodation		
Parents' home	30	19.7
Room and board on campus	15	9.9
Room and board off campus	7	4.6
Self-contained unit on campus	8	5.3
Self-contained unit off campus	77	50.7
Non self-contained unit	6	3.9
Own home	9	5.9
Total	152	100.0
Accommodation Shared with University Students		
Yes	79	52.0
No	73	48.0
Total	152	100.0
Homemaking Responsibilities		
None	6	3.9
Very little	33	21.7
Share equally	49	32.2
Most	30	19.7
Full	34	22.4
Total	152	100.0

Table 10

Frequency and Percentage Distribution of Social Class by Parents by Year of Enrollment
College of Home Economics

	Social Class														
	Upper		Upper Middle		Middle		Lower Middle		Lower		Do Not Know		Non-Believer		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	1	3.7	12	44.4	7	25.9	2	7.4	0	0	2	7.4	3	1	27
Second Year	4	8	14	28	24	48	6	12	1	2	0	0	1	2	50
Third Year	4	9.1	17	38.6	13	29.5	4	9.1	2	4.5	4	9.1	0	0	44
Fourth Year	1	3.2	8	25.8	17	54.8	5	16.1	0	0	0	0	0	0	31
Total	10	6.6	51	33.6	61	40.1	17	11.2	3	2	6	3.9	4	2.6	152

$x^2 = 20.09$
Significance = .0482

provided some funding to 64.5% of the students, with 27.6% receiving at least half of their total funding from this source. The parents of these students were also the largest suppliers of funding, providing 26.4% of the total funding used by students in the College of Home Economics. The second most utilized source was employment between University sessions with 56.6% of all students receiving some funds from this source. This source was also the second largest supplier of funding providing for 26.4% of the total funding used by the students. The third most used source was also the third largest supplier of funding and this was savings with 51.3% of the students obtaining some funding from this source and it provided for 15.5% of the total funding of all the students from the College. From this point on usage figures and total amounts of funding obtained did not coincide.

The spouse as a source of funding deserves particular attention, however, for the married students in this College received 53% of their total funding from this source.

Figures for the sources of funding for the College of Home Economics are presented in Table 11. An analysis of the relationship between the specific sources of funding by year of enrollment indicated no significant differences existed.

Educational Levels: Parents and Spouse

A larger number of fathers (86 or 58.1%) than mothers (67 or 45.0%) had an educational level of Grade 12 or under. More mothers (15.4%) than fathers (6.8%) were in the classification of having some postsecondary education, and more mothers (35.6%) than fathers (23.0%)

Table 11

Sources of Funding by Percentages Used
College of Home Economics

Sources	% Used																						Funding Under 50	Funding Over 50	% Total	Rank
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100					
Savings	74	16	14	4	6	4	7	1	2		6	1	2		3		3	2	2	1	4		54	24	15.3	3
Employed at U.of S. while attending university	135	8	4	1		2	1										1						16	1	1.7	8 (tie)
Employed outside U.of S, while attending university	121	6	11	1	6	1	1	1			2		1						1				27	4	4.1	7
Employ. between univ. sessions	66	7	3	4	7	4	9	1	9	3	7		7	1	3	6	5	2	2	4	2		47	39	26.1	2
Employer grants and loans	151	1																					1			12
Spouse	137		1	1		1		1	1	2									4		4		5	10	6.6	4

Table 11 (continued)

Sources	% Used																						Funding Under 50	Funding Over 50	% Total	Rank
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100					
Parents, guardians	54	16	7	2	8	9	4	4	2	4	9	1	6	1	6	1	1	2	4	4	7		56	42	27.6	1
Other relatives or friends	143	4	3	1	1																		9		.6	11
Government student loan	128	1	2	1		1	6	2	4	1	3	1	1		1		1						18	6	6.2	5
Bank loan or loan from other lending instit., excluding Gov. Student loan	145			1	1		1				1												3	1	.8	10
Scholarship, fellowship or bursary	108	9	12	3	9	2	1	1	4	1	1								1				42	2	5.6	6
Other	145	1			1	1	2						1							1			5	2	1.7	8 (tie)

had completed at least one postsecondary program. However, for the classification of having completed part or all of a postgraduate program there were more fathers (12.2%) than mothers (4%).

Parental and spouse educational levels are presented by year of enrollment in Table 12. There was no significant difference by year of enrollment.

College Program

Two programs are now offered at the College of Home Economics. Approximately 40% of the College students were studying in the Foods and Nutrition area and 60% in the Family and Consumer Studies area. There was no significant difference by year of enrollment.

Language Spoken in Parental Homes

English was the parents' usual language in 98.7% of the homes. At least one other language was spoken in 38% of the homes, with 6% of the respondents indicating that three or more languages were spoken. English was spoken in all homes (100%); German in 13.1%; Ukrainian in 12.5%; French in 7.9%; Russian in 2.6%; with other languages making up a total of 8.6%. There was no significant difference by year of enrollment.

Students' Languages

English was the most usual language spoken by 148 (97.4%) of the students followed by German with two students (1.3%). Two students (1.3%) did not respond. At least two languages were spoken by 61 (40.1%) of the students and from this group 14 (9.2%) spoke three languages and three students (2.0%) indicated they spoke a total of four languages. Excluding English, French was the most usual language

Table 12

Frequency and Percentage Distribution of
Parental and Spouse Educational Levels
College of Home Economics

Educational Level	Father		Mother		Spouse	
	N	%	N	%	N	%
Grade 6 or less	8	5.4	8	5.4	0	
Grade 7 - 9	29	19.6	14	9.4	0	
Grade 10 - 11	26	17.6	23	15.4	0	
Grade 12	23	15.5	22	14.8	1	5.3
Some Postsecondary	10	6.8	23	15.4	7	36.8
Postsecondary	34	23.0	53	35.6	8	42.1
Some Postgraduate	18	12.2	6	4.0	3	15.8
Total	148	100.0	149	100.0	19	100.0

with a total of 44 students (28.9%); next was German with 11 students (7.2%); Ukrainian was fourth with 10 students (6.6%); and Russian fifth with 2 students (1.3%). The other language classification had a total of 12 students (7.9%).

For languages read, excluding English, 33.5% indicated they could reach French; 7% could read German; 5% could read Ukrainian; .7% could read Russian and 5% could read languages other than the above. There was no significant difference by year of enrollment.

Occupational Status of Student Prior to Attending

A previous occupational classification of non-wage earner was given for 82% of the students with 80% classified as previous students. Six (3.9%) students had been in a professional/management related occupation, and 17 (11.2%) had been in clerical/sales/service related occupations. There was no significant difference by year of enrollment.

Occupational Status of Father

Farming related occupations were reported for 37.2% of the fathers. This was the largest occupational classification followed by: the professional/management classification with 30.4%; trades/transport related with 15.2%; self-employed (excluding farming) 11.0%; and clerical/sales/service related with 5.5%.

Occupational Status of Mother

The non-wage earner classification was given for 36.5% of the mothers. This was the largest classification followed by: the professional/management classification with 31.8%; clerical/sales/service with 25.0%; farming with 3.4%; self-employed with 2.0%; and

trades/transport related occupations with .7%.

Occupational Status of Spouse

Of the responses given, four (23.5%) were in the non-wage earner classification (all were students); seven (41.2%) in professional/management related occupations; two (11.8%) in farming; three (17.6%) were self-employed; one (5.9%) in trades/transport related occupations; and one (5.9%) in "other".

First Considered Career Possibilities

There was no significant difference by year of enrollment as to when the respondents first considered the career possibilities of the College of Home Economics. For the College as a whole: 5.3% first considered a career as a home economist prior to Grade 9; 11.9% during Grades 9-10; 13.2% during Grade 11; 28.5% during Grade 12; and 41.1% after leaving high school (see Table 13).

Problem 2: Search

Type of Search

When the students were questioned as to how active they were in their search for information regarding their decision to attend for the 1981-1982 academic year, the majority of students in the College (88.2%) indicated that they engaged in the process of search. A very active search process was cited by 12.5%; active search cited by 27.0%; somewhat active was cited by 19.7%; and very little search was cited by 19.7%. The process of search was found to differ significantly by year of enrollment (p .001). In 20% of the valid cells there was an expected cell frequency of less than five. No active

Table 13

Frequency and Percentage Distribution of When Students First Considered This Career College of Home Economics

Time First Considered	Descriptive Statistics	
	N	%
Prior to Grade 9	8	5.3
Grades 9 - 10	18	11.9
Grade 11	20	13.2
Grade 12	43	28.5
After High School	62	41.1
Total	151	100.0

search was reported by one first year student (3.7% of the first year), three second year students (6.0%), four third year students (9.1%) and 10 fourth year students (32.3%).

The degree of active search declined from first through fourth year. Six out of 27 first years (22.2%) described their search as very active; 19 out of 50 second years (30.0%) described their search as active; 16 out of 44 third years (36.4%) described their search as somewhat active; 14 out of 44 third years (31.8%) described their search as very little; and 10 out of 31 fourth years indicated no active search (see Table 14).

Sources of Information Used

The students were asked to indicate the sources they received information from regarding their decision to attend for the 1981-1982 academic year. The mean for the number of sources used by the students in the College of Home Economics was 4.3. There was a difference in the number of sources used by year of enrollment which was significant at the .0511 level. The first years used the most sources with a mean use of 6.9, followed by second year with a mean use of 4.3; fourth year with 3.5; and third-year with 3.2. The most used source was university students which was used by 59% of the college students. The second most used source was university faculty which was used by 53% of the students followed by printed material from the university used by 51%; parents/ spouse used by 47%; friends used by 30%; recent graduates used by 28%; and other university personnel used by 21% of the college students. Frequencies and percentages of source use are displayed in Table 15.

Table 14

Frequency and Percentage Distribution of Students' Type of Search by Year of Enrollment College of Home Economics

Year of Enrollment	Search										
	Very Active		Active		Somewhat Active		Very Little		No Active Search		
	N	%	N	%	N	%	N	%	N	%	
First Year	6	22.2	9	33.3	7	25.9	4	14.8	1	3.7	27
Second Year	7	14.0	19	38.0	15	30.0	6	12.0	3	6.0	50
Third Year	1	2.3	9	20.5	16	36.4	14	31.8	4	9.1	44
Fourth Year	5	16.1	4	12.9	6	19.4	6	19.4	10	32.3	31
Total	19	12.5	41	27.0	44	19.7	30	19.7	18	11.8	152

$x^2 = 32.94$
Significance $< .001$

Table 15

Frequency and Percentage Distribution of
Sources of Information Used
College of Home Economics

Information Source	Descriptive Statistics	
	N	%
University students	90	59.2
Faculty	81	53.3
Printed material from the university	77	49.7
Parents/Spouse	72	47.4
Friends	46	30.3
Recent graduates	42	23.1
Other university personnel	32	21.1
Organized visit to the university	29	19.1
Other relatives	28	18.4
High school personnel	25	16.5
Well-established graduates	23	15.1
Other	17	11.0
Career days	15	9.9
Books	15	9.9
Chance visit to the university	14	9.2
University advertising	13	8.6
Journals	12	7.9
Employer	11	7.2
Magazines	8	5.3
Newspapers	6	4.0
A-V material from the university	2	.1
Radio	1	.1
Television	1	.1
Clergy	1	.1
Movies	0	

For the sources which were listed by the students within the classification of most important to fifth most important, the sources were in order of the number of times listed: university students; university faculty; printed material from the university; parents/spouse; and recent graduates.

To examine the use by year of enrollment the sources of information were subjected to a step-wise discriminant analysis but the eigenvalues failed to converge and the analysis was abandoned.

Problem 3: Alternative Evaluation

Evaluative Criteria Used

The students were provided a list of 36 factors and an opportunity to add to this list and were asked to check only those that were considered important when they made their decision to attend for the 1981-1982 academic year.

The mean for the number of evaluative criteria used was 8.2, the mode was 8 and the range 1-28. No significant relationship existed between the year of enrollment and the number of criteria used. The most used criteria were the College program and previous investment in the program which were each used by 65.8% of the students (previous investment in the program having been utilized by 80% of the students in second year and up). Frequencies and percentages of criteria used by year of enrollment excluding classification of other are presented in Table 16.

Due to the controversy over whether or not it is necessary to introduce a separate measure of attribute importance (Engel et al.,

Table 16

Frequency and Percentage Distribution of
Evaluative Criteria Used
College of Home Economics

Evaluative Criteria	Year									
	First Year		Second Year		Third Year		Fourth Year		Total Use	
	N	%	N	%	N	%	N	%	N	%
Previous investment in program	2	7.4	29	58.0	39	90.7	30	96.4	100	65.8
College program	19	70.4	30	60.0	33	75.0	18	58.1	100	65.8
Location of university	23	85.2	32	64.0	16	36.4	15	48.4	86	56.6
Job availability	15	55.6	20	40.0	22	50.0	10	32.3	67	44.1
Range of career options	9	33.3	28	56.0	18	40.9	7	22.6	62	40.8
Friends attending	10	37.0	22	44.0	19	43.2	9	29.0	60	39.5
College size	13	48.1	22	44.0	14	31.8	10	32.3	59	38.8
Basic cost	13	48.1	16	32.0	15	34.1	10	32.3	54	35.5
College students friendly	10	37.0	14	28.0	19	43.2	11	35.5	54	35.5
Social life of the university	6	22.2	17	34.0	16	36.4	12	38.7	51	33.6
Number/variety of courses	15	55.6	15	30.0	15	34.1	6	19.4	51	33.6
Personal interest of faculty	6	22.2	15	30.0	11	25.0	7	22.6	39	25.7
Friends in city	10	37.0	13	26.0	10	22.7	5	16.1	38	25.0
Academic reputation of the university	9	33.3	17	34.0	6	13.6	4	12.9	36	23.7
Class size	7	25.9	12	24.0	8	18.2	6	19.4	33	21.7
Salary of jobs	9	33.3	10	20.0	7	15.9	6	19.4	32	21.1
Relatives in city	5	18.5	13	26.0	5	11.4	5	16.1	28	18.4
Availability of financial aid	10	37.0	7	14.0	8	18.2	3	9.7	28	18.4
Times courses offered	5	18.5	7	14.0	12	27.3	3	9.7	27	17.8

Table 16 (continued)

Evaluative Criteria	Year									
	First Year		Second Year		Third Year		Fourth Year		Total Use	
	N	%	N	%	N	%	N	%	N	%
Extracurricular social activities	3	11.1	10	20.0	7	15.9	4	12.9	24	15.8
Entertainment facilities on campus	4	14.8	9	18.0	6	13.6	1	3.2	20	13.2
Extracurricular athletic program	1	3.7	10	20.0	5	11.4	2	6.5	18	11.8
Teaching reputation of faculty	3	11.1	7	14.0	8	18.2	0	0	18	11.8
Athletic facilities on campus	1	3.7	7	14.0	6	13.6	3	9.7	17	11.2
Individual assistance from faculty	1	3.7	9	18.0	4	9.1	2	6.5	16	10.5
Boy/girlfriend, fiance attending	4	14.8	4	8.0	5	11.4	3	9.7	16	10.5
Housing on campus	5	18.5	4	8.0	2	4.5	1	3.2	12	7.9
Fringe benefits of jobs	5	18.5	2	4.0	5	11.4	0	0	12	7.9
Relatives attending	3	11.1	6	12.0	0	0	2	6.5	11	7.2
Health services on campus	2	7.4	4	8.0	3	6.8	0	0	9	5.9
Spouse/partner in city	1	3.7	3	6.0	0	0	5	16.1	9	5.9
Child care arrangements	1	3.7	2	4.0	0	0	4	12.9	7	4.6
Job placement services	4	14.8	2	4.0	1	2.3	0	0	7	4.6
Counselling services on campus	3	11.1	2	4.0	2	4.5	0	0	7	4.6
Boy/girlfriend, fiance in city	0	0	4	8.0	1	2.3	1	3.2	6	3.9

1978, p. 376), the students were asked to rank the criteria they considered most important. Up to five criteria were to be considered. The criteria were then ranked according to the number of times they were listed as placing within the top five placements. These results are presented in Table 17. The first five placements in terms of usage were also the same as the first five placements in terms of most important and in the same order.

To examine the criteria use by year of enrollment a step-wise discriminant analysis was conducted. The discriminant function statistics are presented in Table 18. Before any functions were removed Wilks' lambda was .288, which suggests that considerable discriminating power exists in the variables being used (the larger lambda is, the less discriminating power is present). The summary table figures are printed in Appendix 3. All three functions were considered in the analysis.

The standardized discriminant function coefficient (SDFC) of each evaluative criterion was examined for the three functions to determine which evaluative criterion was more likely to discriminate among the student categories. In this analysis for the first function the criterion of previous investment in the program with a SDFC of -.802 was the most influential criterion in making the discrimination followed by spouse/partner attending (SDFC = .497) and location (SDFC = .435).

For the second function the most influential criterion was range of career options for graduates with a SDFC of .444 followed by relatives attending (SDFC = .441).

Table 17

Frequency, Percentage Distribution, and of Rank Order of Evaluative Criteria Considered Most Important College of Home Economics

Evaluative Criteria Considered Most Important	Descriptive Statistics		
	N	%	Rank
Previous investment in program	83	54.6	1
College Program	70	46.0	2
Location of the university	52	34.2	3
Job availability	43	28.2	4
Range of Career options	31	20.4	5
Cost	23	15.1	6
Friends attending	20	13.2	7
Number and variety of courses	9	5.9	8
Social life of the university	9	5.9	8
Extra-curricular social life	9	5.9	8
Friends in the city	9	5.9	8

Table 18

Discriminant Function Statistics
Evaluative Criteria
College of Home Economics

Statistic	Function		
	1	2	3
Eigenvalue	.228	.526	.766
Canonical Corr.	.673	.559	.484
% of Variance accounted for	52.15	28.61	19.24
Wilks' Lambda	.288	.526	.766
Chi-square	169.98	87.57	36.42
(d.f.)	(75)	(48)	(23)
Significance	.0001	.0004	.0374

For the third function the most influential criterion was range of career options available with a SDFC = .515 followed by social life of the university (SDFC = .454). The SDFC's considered in the first three functions are presented in Table 19.

The reclassification rate (the percentage of cases correctly classified when the discriminant function was applied to the same data from which it was generated) was 71.05%, which included corrections for prior probabilities of classification due to group size.

For the criterion of previous investment in the program, which was the most influential in making the discrimination between the years of enrollment we can determine from Table 16 that the number of students indicating it to be an important criterion increased from 58% in second year to 90.7% in third to 96.4% in fourth year. While the criterion of spouse or partner attending was influential in making the discrimination there were only three students who indicated this was an important evaluative criterion. One was in first year (3.7% of first years) none in second, one in third (2.3% of third years) and one in fourth (3.2% of fourth year). The location of the university criterion was considered important by 85.2% of the first years, 64.0% of the second years, 36.4% of the third years, and 48.4% of the fourth years.

For the second function the most influential criterion was range of career options which was considered important by 56.0% of the second years, 40.9% of the third years, 33.3% of the first years and 22.6% of the fourth years. The criterion of relatives attending was most important for first and second year students with 11.1% of the

Table 19

Standardized Discriminant Function Coefficients
of Evaluative Criteria
College of Home Economics

Evaluative Criteria	Coefficient		
	Function 1	Function 2	Function 3
Academic reputation of the university	.283	.339	.138
Athletic facilities on campus	-.181	.278	.187
Availability of financial aid	.329	-.023	.043
Boy/girlfriend, fiance living in city	-.116	.365	.123
Child care arrangements	-.031	.243	-.295
Convenience of times of courses	-.029	-.236	.373
Entertainment facilities on campus	.214	-.090	.365
Friends living in city	.327	-.386	.092
Fringe benefits of jobs	.180	-.275	-.076
Individual assistance available from faculty	-.243	.315	.289
Job availability	-.200	-.395	.049
Location	.435	.212	-.060
Number and variety of courses	.252	-.167	-.208
Other	.231	-.010	.301
Personal interest displayed by faculty	.316	.116	-.099
Previous investment in the program	-.802	-.102	.162
Program	.019	-.381	.192
Range of career options for graduates	-.009	.444	.515
Relatives attending	.032	.441	-.140
Relatives living in city	-.192	.280	.064
Social life of the university	-.347	-.034	-.454
Spouse/partner attending	.497	-.253	-.297
Spouse/partner living in city	-.127	.247	-.396
Students friendly	-.159	-.232	-.333
Teaching reputation of the faculty	-.231	-.147	.396

first years and 12.0% of the second years indicating its importance compared to none of the third years and 6.5% of the fourth years.

For the third function the most important criterion was range of career options which was previously mentioned, followed by the social life of the university which increased in reported importance from first through fourth year, with 22.2% of first years, 34.0% of the second years, 36.4% of the third years and 38.7% of the fourth years indicating it was an important criterion.

Problem 4: Choice Process

Who Made the Decision

No students in the College of Home Economics felt that someone else had made the decision that they would attend for the year under study. The majority (75.7%) made the decision entirely on their own while a joint decision was made by 24.3% of the students. For the joint decision, self plus spouse was cited eight times indicating that 42.1% of the married students made the decision jointly with their spouse.

The difference by year of enrollment was significant at the .001 level. However, in 75% of the valid cells the expected cell frequency was less than five so the results must be interpreted with caution. A breakdown by year of enrollment is presented in Table 20.

Problem 5: Outcomes

Outcomes of Choice

The students were asked to use the Delighted - Terrible (D-T)

Table 20

Frequency and Percentage Distribution of Who Made the Decision by Year of Enrollment
College of Home Economics

Year of Enrollment	Self		Self + Spouse		Self+B/G Friend		Self + Mother		Self + Parents		Self + Others		
	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	14	51.9	0		0		0		9	33.3	4	14.8	27
Second Year	38	76.0	1	2.0	0		1	2.0	8	16.0	2	4.0	50
Third Year	38	86.4	1	2.3	1	2.3	0		4	9.1	0		44
Fourth Year	25	80.6	6	19.4	0		0		0		0		31
Total	115	75.7	8	5.3	1	.7	1	.7	21	13.8	6	3.9	152

$x^2 = 45.81$
Significance = .0001

scale to indicate how they felt about their decision to attend the college in October 1981 (beginning of term) and December 1981 (middle of term), and how they were feeling regarding this decision at the present time (end of term). Students are reported as satisfied if they responded as feeling delighted, pleased, or mostly satisfied, and are reported as dissatisfied if they responded as feeling mostly dissatisfied, unhappy or terrible.

The outcomes of choice by year of enrollment for the beginning, middle, and end of term are presented in Table 21. Some caution must be exercised in the interpretation as approximately one-third of all valid cells had an expected cell frequency of less than five. For the college as a whole, from beginning to the middle to the end of term, there was a small but steady drop in the number of students indicating satisfaction resulting in an overall 6.6% drop in the number of students reporting they were satisfied with the decision to attend.

Significant differences were found to exist between the year of enrollment for all three time periods (beginning, middle, and end of term). The second and fourth year students reported the highest percentages of satisfied students for all three periods and first year and third year students the highest percentage of mixed. For the beginning and end of term the first year students reported the highest percentage of dissatisfied students.

Dissonance Resolution

In regard to the aspect of post choice dissonance the students were asked what students might do to clarify whether or not they have made a correct decision with respect to college choice.

Table 21

Frequency and Percentage Distribution of
Outcomes by Year of Enrollment
College of Home Economics

Year of Enrollment	Outcomes						
	Dissatisfied		Mixed		Satisfied		
	N	%	N	%	N	%	Total
Beginning of the Academic Year[a]							
First Year	5	18.5	4	14.8	18	66.7	27
Second Year	3	6.0	6	12.0	40	80.0	49
Third Year	0	0	12	27.9	31	72.1	43
Fourth Year	2	6.5	3	9.7	26	83.9	31
Total	10	6.6	25	16.6	115	76.7	150
Middle of the Academic Year[b]							
First Year	1	3.7	13	48.1	13	48.1	27
Second Year	2	4.0	3	6.0	44	88.0	49
Third Year	2	4.5	15	34.0	26	59.0	43
Fourth Year	2	6.5	4	12.9	25	80.6	31
Total	7	4.6	35	23.0	108	71.1	150
End of the Academic Year[c]							
First Year	6	22.2	6	22.2	15	55.6	27
Second Year	3	6.0	9	18.0	37	74.0	49
Third Year	2	4.5	14	31.8	27	61.4	43
Fourth Year	1	3.2	4	12.9	26	83.9	31
Total	12	7.9	33	21.7	105	69.1	150

[a] $x^2 = 14.22$
Significance = 0.0237

[b] $x^2 = 22.96$
Significance = .0008

[c] $x^2 = 14.36$
Significance = .0259

Only 1.3% of the students felt there was nothing they might do to clarify whether or not a correct choice had been made; 30.9% were not sure; and 67.8% indicated that students could do something to clarify the decision. Figures on the number of options are presented in Table 22. There was no significant difference by year of enrollment.

Summary

All respondents were female, the majority were single and under 35 years of age. Only a small number had dependent children and child care responsibilities.

During high school the largest percentage lived in population centers of 100,000 plus followed by the classification of rural area or population center of under 250. The largest percentage of students attended small high schools of under 300 students followed by the large high school classification of 1,000 plus. The majority of grade 12 averages were between 70-89% with half of the students falling in the 80-89% classification.

For sources of funding parents were both the most used and the largest supplier of funding for the students followed by employment between university sessions. The married students, however, received over half of their total funding from their spouse. For parental education levels more fathers than mothers were at the extreme ends of the continuum having an educational level of either grade 12 or under, or having completed part or all of a postgraduate degree or diploma. English was the most usual language spoken in the parental home with

Table 22

Frequency and Percentage Distribution of
Dissonance Resolution Options
College of Home Economics

Options		Descriptive Statistics	
		N	%
Nothing they can do		2	1.3
Not sure		47	30.9
Number of suggestions:	one	20	13.2
	two	19	12.5
	three	34	22.4
	four	11	7.2
	five	8	5.3
	six	2	1.3
	seven	2	1.3
	eight plus	7	4.6

at least one other language spoken in a little over one third of the homes. In regard to parental occupations for fathers the largest classification was farming related followed by professional/management and for mothers the largest classification was non-wage earner followed by professional/management.

The largest percentage of the students first considered the career possibilities of home economics after leaving high school. Approximately 40% of the students were studying in the Foods and Nutrition area and 60% in the Family and Consumer Studies area.

The majority of the students indicated they engaged in the process of searching for information regarding their decision to attend for the current academic year. The degree of active search decreased by year of enrollment. The students received information from an average of four sources. The most used source was university students followed by university faculty, printed material from the university, and parents/spouse.

The students used an average of eight evaluative criteria when making their decision to attend. No significant relationship existed between the number of criteria used and the year of enrollment. The most used criteria were the college program and previous investment in the program followed by the location of the university, job availability, and range of career options. These five criteria also placed in the top five rankings and in the same order for criteria considered most important. Several criteria were influential in making the discrimination between the years of enrollment. The use of the criterion of previous investment in the program increased from

first through fourth year. The criterion of location decreased in usage from first through third year and then increased in usage for fourth year but not to the level of use reported by second years. For the criterion of range of career options it was used by the largest percentage of second years followed by third, first, and fourth year students. With the criterion of relatives attending it was used most by the second and first years followed by fourth year, and not at all by third years. The last criterion that was considered influential was the social life of the university and its use increased from first through fourth year.

In regard to who made the decision to attend for the 1981-1982 academic year there were no students who felt someone else had made the decision that they should attend. Approximately three quarters made the decision on their own and one quarter indicated it was made jointly. For the college as a whole from the beginning to the middle to the end of term there was a small but steady drop in the number of students indicating they were satisfied with their decision to attend. Significant differences were found to exist between the year of enrollment, with the second and fourth years reporting the highest percentage of satisfied students for all three periods, and the first and third year students the highest percentage of mixed. For the beginning and end of term the first year students reported the highest percentage of dissatisfied students. When questioned as to what students might do to clarify whether or not they had made a correct decision with respect to college choice, approximately two thirds indicated that students could do something to clarify their decision.

CHAPTER V

FINDINGS: COLLEGE OF EDUCATION

Problem 1: Student Characteristics

Number Participating

A total of 514 full-time undergraduates participated in the study. From this sample 145 were first year students, 175 were second year students, 96 were third year students, and 98 were fourth year students.

Sex

Of the respondents 82.7% were female and 17.3% were male. The College of Education population figures reported that for students enrolled in the elementary and secondary programs as of January 22, 1982, 81.1% were female and 18.9% were male. A breakdown by year of enrollment is presented in Table 23.

Age

Students in the College of Education fall within six age classifications providing for a possible range between 18 and 54 years. The 18-20 age classification was the largest with 55.3% of the students, followed by the 21-24 age classification with 31.7% of the students. The third largest classification was the 25-34 age one with 10.7% of the students. A breakdown by year of enrollment is provided in Table 24. Age was found to differ significantly by year of enrollment, however these findings should be interpreted with caution as 50% of the valid cells have an expected cell frequency of less than five.

Table 23

Frequency and Percentage Distribution of
Sex by Year of Enrollment
College of Education

	Sex				
	Male		Female		
	N	%	N	%	Total
First Year	31	21.4	114	78.6	145
Second Year	24	13.7	151	86.3	175
Third Year	10	10.4	86	89.6	96
Fourth Year	24	24.7	73	75.3	97
Total	89	17.3	424	82.7	513

$x^2 = 10.17$
Significance = .0172

Table 24

Frequency and Percentage Distribution of
Students' Age by Year of Enrollment
College of Education

	Age												
	Under 18		18-20		21-24		25-34		35-44		45-54		
	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	3	2.1	118	81.4	17	11.7	6	4.1	1	.7	0		145
Second Year	0		118	67.4	36	20.6	17	9.7	3	1.7	1	.6	175
Third Year	0		42	43.8	42	43.8	12	12.5	0		0		96
Fourth Year	0		6	6.1	68	69.4	20	20.4	4	4.1	0		98
Total	3	.6	284	55.3	163	31.7	55	10.7	8	1.6	1	.2	514

$x^2 = 171.82$
Significance $< .001$

Marital Status

A total of 11.1% of the students were married, 2.9% had been married previously and 86.0% were classified as single. A breakdown by year of enrollment is provided in Table 25. The difference was found to be significant at the .0203 level. One quarter of the valid cells had an expected cell frequency of less than five.

Gross Income

Incomes of $4,999 and under were reported by 71% of the students with incomes of under $7,000 indicated for 80% of the students. Eighteen or 4% reported incomes of $20,000 or over. A breakdown by year of enrollment is provided in Table 26 and is significant at the .0342 level. However, 70.5% of the valid cells have an expected cell frequency of less than five, so the results must be interpreted with caution.

In first year the range of incomes reported was from $4,999 and under to $28,000-32,999. The $4,999 and under classification had 71% of these students, the $7,000-9,000 classification had 10.1%, and the $5,000-6,999 classification had 7.2%.

For second year the range of incomes reported was from $4,999 and under to $20,000-23,999. The $4,999 and under classification had 76.6% of these students, and the $5,000-6,999 classification had 7.6% and the $7,000-9,999 classification had 6.4%.

For third year the range of incomes reported was from the $4,999 and under to $24,000-27,999. The $4,999 and under classification had 75.3% of these students, the $5,000-6,999 classification had 11.8% and the $7,000-9,999 classification had 5.4%.

Table 25

Frequency and Percentage Distribution of
Marital Status by Year of Enrollment
College of Education

	Marital Status						
	Single		Married		Previously Married		
	N	%	N	%	N	%	Total
First Year	134	92.4	7	4.8	4	2.8	145
Second Year	148	84.6	21	12.0	6	3.4	175
Third Year	85	88.5	10	10.4	1	1.0	96
Fourth Year	75	76.5	19	19.4	4	4.1	98
Total	442	86.0	57	11.1	15	2.9	514

$x^2 = 14.99$
Significance = .0203

Table 26

Frequency and Percentage Distribution of Student Gross Incomes by Year of Enrollment College of Education

	Gross Income																							
	$4,999 & under		$5,000-6,999		$7,000-9,999		$10,000-12,999		$13,000-15,999		$16,000-19,999		$20,000-23,999		$24,000 27,999		$28,999-32,999		$33,000-37,999		$38,000-49,999		$50,000 & over		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	98	71.0	10	7.2	14	10.1	8	5.8	2	1.4	3	2.2	2	1.4	0		1	.7	0		0		0		138
Second Year	131	76.6	13	7.6	11	6.4	2	1.2	3	1.8	5	2.9	5	2.9	0		0		0		0		1	.6	171
Third Year	70	75.3	11	11.8	5	5.4	4	4.3	0		2	2.2	0		1	1.1	0		0		0		0		93
Fourth Year	54	55.7	12	12.4	9	9.3	3	3.1	5	5.2	4	4.1	5	5.2	2	2.1	0		1	1.0	0		2	2.1	97
Total	353	70.7	46	9.2	39	7.8	17	3.4	10	2.0	14	2.8	12	2.4	3	.6	1	.2	1	.2	0		3	.6	499

For fourth year the range of incomes reported was from the $4,999 and under to $50,000 and over. The $4,999 and under classification had 55.7% of these students, the $5,000-6,999 classification had 12.4% and the $7,000-9,999 classification had 9.3%.

Many students were living on incomes under $7,000. The percentage under $7,000 by year of enrollment was: first year 77.2%; second year 84.2%; third year 87.1%; fourth year 68.1%.

Citizenship Status

Only four students (or 1%) were not Canadian citizens and these four students were classified as permanent residents.

Year in Which Grade 12 was Completed

In the College of Education 1% of the students in the study had not completed grade 12. Close to half of the students had completed grade 12 between 1975 and 1979. A breakdown by year of enrollment is presented in Table 27. This relationship was statistically significant, however 56% of the valid cells had an expected cell frequency of less than five so the results must be interpreted with caution.

First year students completed grade 12 between 1970 and 1981 with two never having completed. Of this classification 62.8% had completed grade 12 in 1981, the year in which they entered the College of Education, and 19.3% completed grade 12 in 1980. Second year students had 54.3% of the respondents completing grade 12 in 1980, 34.9% between 1975-1979, and ranged back to 1960. The third year students completed grade 12 between 1965 and 1979, with 87.5% completing grade 12 between 1975 and 1979. The fourth year students ranged

Table 27

Frequency and Percentage Distribution of Year in Which Grade 12 was Completed by Year of Enrollment
College of Education

	Year																			
	Prior to 1950		1950-1954		1955-1959		1960-1964		1965-1969		1970-1974		1975-1979		1980		1981		Didn't Complete		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	0		0		0		0		0		4	2.8	20	13.8	28	19.3	91	62.8	2	1.4	145
Second Year	0		0		0		2	1.1	2	1.1	12	6.9	61	34.9	95	54.3	1	.6	2	1.1	175
Third Year	0		0		0		0		3	3.1	9	9.4	84	87.5	0		0		0		96
Fourth Year	1	1.0	0		1	1.0	4	4.1	5	5.1	12	12.2	74	75.5	0		0		1	1.0	98
Total	1	.2	0		1	.2	6	1.2	10	1.9	37	7.2	239	46.5	123	23.9	92	17.9	5	1.0	514

$x^2 = 469.99$
Significance $< .001$

from prior to 1950 through to 1979, with 75.5% completing grade 12 between 1975 and 1979.

Grade 12 Average

The classifications reported ranged from 50-59% to 90-95% with the 70-79% classification containing the most students with 41.3% and the 80-89% classification close behind with 40.5% students. These two classifications representing a grade range of 70-89% then comprised 81.8% of the study population. These figures are presented in Table 28. These was no significant difference by year of enrollment.

Prior University Averages

Table 28 displays the prior university averages for the second, third, and fourth year students. There was no significant difference by year of enrollment.

Distance of Permanent Residence from U. of S.

The largest percentage of the students (37.4%) had permanent residences within 39 kilometers (24 miles). Approximately 33% (168) had permanent residences 240-259 kilometers (150-349 miles) away. The next largest classifications were: 120-239 kilometers (75-149 miles) with 17.5% (90); 40-119 kilometers (25-74 miles) with 7.4% (38); and 560 kilometers plus with 4.9% (25).

A breakdown by year of enrollment is presented in Table 29. There was no significant difference by year of enrollment.

Size of Area Lived in During High School

The largest number of students (22.9%) had lived in population centers of 100,000 plus. The second largest classification was 1,000-4,999 population with 20.2% of the students followed by the

Table 28

Frequency and Percentage Distribution of
Students' Averages in High School and University
College of Education

Averages	Descriptive Statistics	
	N	%
Grade 12		
50-59%	1	.2
60-69%	53	10.4
70-79%	211	41.3
80-89%	207	40.5
90-95%	35	6.8
Did not complete Grade 12	4	.8
Total	511	100.0
Prior University[a]		
50-59%	5	1.4
60-69%	152	42.1
70-79%	178	49.3
80-89%	26	7.2
Total	361	100.0

Note: [a] First Year students are not included.

Table 29

Frequency and Percentage Distribution of Distance of Permanent Residence from U. of S., Size of Area Lived in During High School, and Size of High School Attended College of Education

Characteristics	Descriptive Statistics	
	N	%
Distance of Permanent Residence from U. of S.		
0 - 39 Km (0-24 miles)	192	37.4
40 - 119 Km (25-74 miles)	38	7.4
120 - 239 Km (75-149 miles)	90	17.5
240 - 559 Km (150-349 miles)	168	32.7
560 Km + (350 miles +)	25	4.9
Total	513	100.0
Size of Area Student Lived in During High School		
Under 250	94	18.4
250 - 999	71	13.9
1,000 - 4,999	103	20.2
5,000 - 9,999	19	3.7
10,000 - 24,999	69	13.5
25,000 - 99,999	37	7.3
100,000 +	117	22.9
Total	510	100.0
Size of High School Attended		
299 and under	173	34.5
300 - 599	127	25.3
600 - 999	63	12.5
1,000 and over	133	26.5
Other	6	1.2
Total	502	100.0

rural or under 250 population classification with 18.4% of the students. Other area population classifications and the number of students were: area size 250-999 had 13.9%; area size 10,000-24,999 had 13.5%; area size 25,000-99,999 had 7.3%; and the area size 5,000-9,999 had 3.7%. These figures are presented in Table 29. There was no significant difference by year of enrollment.

Size of High School Attended

Over one third (34.5%) of the respondents came from small high schools with an enrollment of under 300. The next largest enrollment classification was 1,000 plus with 26.5% of the respondents followed closely by the 300-599 classification with 25.3%. The 600-999 classification had 12.5% of the students. These figures are presented in Table 29. There was no significant difference by year of enrollment.

Number of Dependent Children and Child Care Responsibilities

In the College of Education 27 (5.3%) students in the study had dependent children and 50 (9.8%) students had some child care responsibilities with 30 (5.9%) indicating their responsibility ranged from share equally to full responsibility. These figures are provided in Table 30. There was no significant difference by year of enrollment.

Number of Siblings

The number of siblings ranged from none at all to 13, with an average (mean) of 3.2 and a mode of 3. These figures are provided in Table 31. There was no significant difference by year of enrollment.

Sibling Attendance at University

From the college 283 (55.3%) of the students surveyed had at least one sibling who had attended or was currently attending

Table 30

Frequency and Percentage Distribution of
Number of Dependent Children and Child Responsibilities
College of Education

Characteristics	Descriptive Statistics	
	N	%
Number of Dependent Children		
0	487	94.7
1	11	2.1
2	8	1.6
3	8	1.6
Total	514	100.0
Child Care Responsibilities		
none	459	90.2
very little	20	3.9
share equally	12	2.3
most	5	1.0
full	13	2.6
Total	509	100.0

Table 31

Frequency and Percentage Distribution of
Total Number of Siblings
College of Education

Number	Descriptive Statistics	
	N	%
Total Number of Siblings		
0	14	2.7
1	56	10.9
2	126	24.5
3	127	24.7
4	88	17.1
5	38	7.4
6	22	4.3
7	21	4.1
8	7	1.3
9	5	1.0
10	3	.6
11	4	.8
12	2	.4
13	1	.2
Total	514	100.0

university. The range reported was 0-11 with a mean of .93 and a mode of 0. Sibling attendance at university by year of enrollment was significant at the .0199 level, however 43% of the valid cells had an expected cell frequency of less than five so these results must be interpreted with caution.

For first year the range was 0-5, and the mean .81; for the second year the range was 0-11, and the mean 1.07; for the third year the range was 0-4, and the mean .83; and for the fourth year the range was 0-4, and the mean .96. For all years the mode was 0. A breakdown by year of enrollment is presented in Table 32. The results must be interpreted with caution as the expected cell frequency is less than five.

Accommodation and Homemaking Responsibilities

The self-contained rental unit off campus provided accommodation for over half of the students (52.9%) and self-contained units on campus provided for another 4.1% bringing the total in self-contained rental accommodation to 57% for the College of Education students in this study. The next largest classification providing accommodation was the parental home with 19.5% of these students. Students in accommodation providing room and board (excluding the parental home) accounted for 13.2% with the U. of S. providing room and board for half of this group.

A breakdown by year of enrollment is presented in Table 33. The difference by year of enrollment was significant. However, 20% of the valid cells have an expected cell frequency of less than five. For first year students: 44.8% were accommodated in self-contained

Table 32

Frequency and Percentage Distribution of Number of Siblings Who Have Attended or Are Attending University by Year of Enrollment College of Education

	Number of Siblings														
	0		1		2		3		4		5		11		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	72	49.7	44	30.3	17	33.0	9	1.8	2	1.4	1	.7	0		145
Second Year	74	42.3	43	24.6	42	24.0	11	5.3	3	1.7	1	.6	1	.6	175
Third Year	45	46.9	32	33.3	10	10.4	8	8.3	1	1.0	0		0		96
Fourth Year	40	40.8	39	39.8	5	5.1	11	11.2	3	3.1	0		0		98
Total	231	44.9	158	30.7	74	14.4	39	7.6	9	1.8	2	.4	1	.2	514

$x^2 = 32.37$
Significance = .0199

Table 33

Frequency and Percentage Distribution of Type of Accommodation by Year of Enrollment
College of Education

	Accommodations														
	Parents Home		R & B U of S		R & B Others		Self-C U of S		Self-C Others		Non-Self-C		Own Home		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	33	22.8	17	11.7	15	10.3	2	1.4	65	44.8	8	5.5	5	3.4	145
Second Year	28	16	12	6.9	6	3.4	4	2.3	104	59.4	11	6.3	10	5.7	175
Third Year	22	22.9	3	3.1	5	5.2	7	7.3	51	53.1	7	7.3	1	1.0	96
Fourth Year	17	17.3	2	2.0	8	8.2	8	8.2	52	53.1	4	4.1	7	7.1	98
Total	100	19.5	34	6.6	34	6.6	21	4.1	272	52.9	30	5.8	23	45	514

$x^2 = 225.61$
Significance $< .001$

residences off campus; 22.85% in parental homes; 11.7% in U. of S. residences; and 10.3% in accommodation providing room and board off campus. For second year students: 59.4% were accommodated in self-contained units off campus; 16% in parental homes; 6.9% in U. of S. residences; and 6.3% in non-self-contained units off campus. For third year students: 53.1% were accommodated in self-contained units; 22.9% in parental homes; 7.3% in U. of S. self-contained units; and 7.3% in non-self-contained units. For fourth year students 53.1% were accommodated in self-contained units off campus, 17.3% in parental homes; 8.2% in U. of S. self-contained units and 8.2% in accommodations providing room and board off campus.

Approximately half (49.2%) of the students shared their accommodations with other university students. For first year students, 52.8% of the students shared accommodations; second year 53.1%; third year 51.0%; and fourth year 35.1%. A breakdown by year of enrollment is given in Table 34. This was significant at the .0211 level.

Approximately 79.2% of the students had homemaker responsibilities which ranged from shared equally to full responsibilities, while 1.9% had no homemaking responsibilities. These figures are presented in Table 35. There was no significant difference in the homemaking responsibilities by year of enrollment.

Parents' Social Class

For the College of Education, 2.5% of the students classified their parents as lower or lower-lower class; 8.4% of the students classified their parents as lower-middle class; 44% as middle class and 37% as above middle class. Approximately 4% did not believe

Table 34

Frequency and Percentage Distribution of Accommodation Shared with Other University Students by Year of Enrollment College of Education

	Shared				
	Yes		No		
	N	%	N	%	Total
First Year	76	52.8	68	47.2	144
Second Year	93	53.1	82	46.9	175
Third Year	49	51.0	47	49.0	96
Fourth Year	34	35.1	63	69.9	98
Total	252	49.2	260	50.8	512

$x^2 = 9.73$
Significance = .0211

Table 35

Frequency and Percentage Distribution of
Homemaking Responsibilities
College of Education

Homemaking Responsibilities	Descriptive Statistics	
	N	%
none	10	1.9
very little	97	18.9
share equally	208	40.5
most	85	16.6
full	113	22.1
Total	513	

social classes existed. Of the non-believer classification over half (57%) were first years and 28.6% were second years providing for 85.6% of the non-believers being in either first or second year.

A breakdown by year of enrollment is presented in Table 36. This was found to be significant at the .0363 level, however, it must be noted that the expected cell frequency was less than five in 60% of the valid cells so these findings must be interpreted with caution.

Sources of Funding

Parents were the most used single source of funding with 65.4% of the students in the College of Education receiving some of their funding from parents. The second most used source was savings with 57.6% of the students using this source. The third most used source was employment between university sessions which was used by 44.4% of the students. The parents were also the largest single source of funding of the respondents accounting for 30.6% of the total funding utilized followed by savings which accounted for 19.6%, and employment between university sessions with 17.7%. Figures for the source of funding for the College of Education are presented in Table 37.

A chi-square analysis of the relationship between the specific sources of funding by year of enrollment indicated that significant relationships existed for two sources of income, spouse, and scholarship/bursary. However, in this analysis, the number of expected cell frequencies that were less than five was so high for both sources as to render the analysis of little value. These results are reported in Appendix 4.

Table 36

Frequency and Percentage Distribution of Social Class of Parents by Year of Enrollment
College of Education

	Social Class																				
	Upper-upper		Upper		Upper-middle		Middle		Lower-Middle		Lower		Lower lower		Do not know		Non-Believer		Other		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Total
First Year	1	.7	7	4.8	40	27.6	64	44.1	10	6.9	1	.7	0		6	4.1	12	8.3	4	2.8	145
Second Year	2	1.1	5	2.9	61	34.9	72	41.1	19	10.9	1	.6	2	1.1	6	3.4	6	3.4	1	.6	175
Third Year	0		3	3.1	37	38.5	44	45.8	4	4.2	4	4.2	0		2	2.1	2	2.1	0		96
Fourth Year	0		1	1.0	32	32.7	46	46.9	10	10.2	5	5.1	0		1	1.0	1	1.0	2	2.0	98
Total	3	.6	16	3.1	170	33.1	226	44.0	43	8.4	11	2.1	2	.4	15	2.9	21	4.1	7	1.4	514

$x^2 = 41.56$
Significance = .0360

Table 37

Sources of Funding by Percentages Used
College of Education

Sources	% Used																					Funding Under 50	Funding Over 50	% Total	Rank
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100				
Savings	218	59	50	14	28	11	17	7	17	5	22	2	5	3	5	7	10	5	3	4	22	208	88	19.6	2
Employed at U.of S. while attending university	478	18	9	1	1		2		1	1			1							1	1	33	3	1.2	11
Employed outside U.of S. while attending university	412	22	12	9	16	7	5	3	4		8		1	2	4		3		1	2	3	78	24	5.8	5
Employ. between univ. sessions	286	17	22	13	25	13	18	7	17	7	28	1	11	3	13	10	11		5		7	139	89	17.7	3
Employer grants and loans	507	1		1					1	1	1					1					1	4	3	.6	12
Spouse	479	3	2			4	3		4		7		1		1	3	1		1	1	4	16	19	3.4	7
Parents, guardians	178	36	31	15	25	17	16	6	17	8	38	1	14	3	16	16	18	11	16	13	20	170	166	30.6	1

Table 37 (continued)

Sources	% Used																					Funding			
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	Under 50	Over 50	% Total	Rank
Other relatives or friends	478	12	15		2		2				3		1						1			31	5	1.2	10
Government student loan	382	8	12	3	14	6	14	8	10	4	18	1	6	2	4	6	11	1	3	1		79	53	10.5	4
Bank loan or loan from other lending instit., excluding Gov. Student loan	493	3	3		3	3	1	1	3		1		1	1							1	17	4	1.3	9
Scholarship, fellowship or bursary	389	28	31	12	15	10	11	4	5	1	5			1	1	1						117	8	4.6	6
Other	495	1	1	1	1	2	2		2		2	1			1				2	1	2	10	9	1.8	8

Educational Levels: Parents and Spouse

In the College of Education 56.7% of the mothers and 65% of the fathers had a grade 12 or lower level of education.

More mothers (12.3) than fathers (7.7%) were in the classification of having some postsecondary education, and more mothers (27.1) than fathers (16.6%) had completed at least one postsecondary program. For the classification of having completed part or all of a postgraduate program there were more fathers (8.9%) than mothers (4.2%). These figures are presented in Table 38. There was no significant difference by year of enrollment.

The largest classification for the spouse was the completed postsecondary one with 39.7% followed by some postsecondary with 21.9%. These figures are presented in Table 38. There was no significant difference by year of enrollment.

College Program

Registered in the elementary program were 59.0% of the sample and in the secondary program there were 36.0%. Five percent were in other programs within the college or did not respond. Only the two major programs, elementary and secondary were included in the analysis of program by year of enrollment and are presented in Table 39. There was no significant difference by year of enrollment.

The population figures for the students enrolled in the elementary and secondary programs as of January 22, 1982, indicated that 70.6% were enrolled in the elementary program, 15.2% in the secondary program, and 14.1% were in other or unknown programs.

Table 38

Frequency and Percentage Distribution of
Parental and Spouse Educational Levels
College of Education

Educational Level	Father		Mother		Spouse	
	N	%	N	%	N	%
Grade 6 or less	34	6.9	9	1.8	2	2.7
Grade 7 - 9	142	28.7	83	16.4	5	6.8
Grade 10 - 11	87	17.6	110	21.8	4	5.5
Grade 12	68	13.7	83	16.4	10	13.7
Some Postsecondary	38	7.7	62	12.3	16	21.9
Completed Postsecondary	82	16.6	137	27.1	29	39.7
Some or Completed Postgraduate	44	8.9	21	4.2	7	9.6
Total	495		505		73	

Table 39

Frequency and Percentage Distribution of
Elementary and Secondary Programs by
Year of Enrollment
College of Education

	Program				
	Elementary		Secondary		
	N	%	N	%	Total
First Year	72	55.3	63	46.6	135
Second Year	110	64.7	60	38.3	170
Third Year	64	71.1	26	28.9	90
Fourth Year	56	60.9	36	39.1	92
Total	302	62.0	185	38.0	487

Languages Spoken in Parental Homes

English was the most usual language spoken in 96.6% of the parental homes (N = 508). French was the next usual language with 2.4% of the parental homes. At least one other language was spoken in 39.0% of the homes with 3.9% indicating that over two languages were spoken.

English was spoken in a total of 98.1% of the parental homes (N = 514); German in 14.8%; Ukrainian in 12.3%; French in 8.9%; Russian in 2.1%; and languages other than the above spoken in 7.0% of the parental homes.

Students' Languages

For 97.2% of the students English was their most fluent language; 1.6% of the students were most fluent in French; .5% were most fluent in Ukrainian; and .5% were most fluent in other languages. For all languages spoken, other than English, French was the most common language spoken by 27.2%; German by 7.4%; Ukrainian by 6.0%; Russian by .1% and languages other than the above by 3.9% of the students. For languages read, other than English, 34.0% of the sample read French; 5.6% German; 4.9% Ukrainian; and 2.5% read languages other than those mentioned. These was no significant difference by year of enrollment.

Occupational Status of Student Prior to Attending

A previous occupational classification of non-wage earner was given for 70.6% of the students with 69.3% indicating they had previously been students. Other classifications were: 13.3% cited clerical/sales/services occupations; 9.2% cited professional/

management related occupations; 1.8% cited trades/transport related occupations; 1.2% cited farming related occupations; 1.0% were self-employed; and 2.4% were unclassified.

Occupational Status of Father

The largest classification for fathers was for farming related occupations with 36.8%. This was followed by: professional/management related occupations with 24.1%; trades/transport related occupations with 12.9%; clerical/sales/service related occupations with 11.9%; and 11.2% were self-employed.

Occupational Status of Mother

The non-wage earner classification was the largest with 37.4% followed by: the professional/management occupations with 30.4%; clerical/sales/service related occupations with 22.2%; farming related for 5.8%; self-employed for 2.4%; and trade related for 1.6%.

Occupational Status of Spouse

The number of married students was 57. The largest classification of occupations was professional/management with 31.6% followed by: the non-wage earner classification with 29.8%; clerical/sales/service related with 10.5%; farming related with 8.8%; and 3.5% were self-employed.

First Considered Career Possibilities

There was no significant difference by year of enrollment as to when the respondents first considered the career possibilities of the College of Education. Prior to grade 9, 11.8% had considered the career possibilities which the College of Education would prepare them for; 11.2% considered it first during grade 9-10; 21.4% during grade

11; 27.8% during grade 12; and 18.8% first considered it after leaving high school. These figures are presented in Table 40.

Problem 2: Search

Type of Search

When the students were asked how active they were in their search for information regarding their decision to attend for the 1981-1982 academic year, the majority of students in this college (92.0%) indicated that they engaged in the process of active search. A very active search process was cited by 9.6%; active search cited by 32.5%; somewhat active search was cited by 34.1%; and very little search cited by 15.9%.

A breakdown by year of enrollment is provided in Table 41. This was significant at the .0001 level.

For first years: 91.7% engaged in search described as somewhat to very active; 7.6% engaged in very little search; and one student or .7% engaged in no active search.

For second years: 79.4% engaged in somewhat to very active search; 15.4% in very little search; and 5.1% in no active search.

For third years: 58.4% engaged in somewhat active to very active search; 16.8% in very little search; and 14.7% in no active search.

For fourth years: 51.2% engaged in somewhat to very active search; 28.1% in very little search; and 17.7% in no active search.

Sources of Information Used

The students were questioned as to the source of their informa-

Table 40

Frequency and Percentage Distribution of When Students First Considered This Career College of Education

Time First Considered	Descriptive Statistics	
	N	%
Prior to Grade 9	60	11.8
Grades 9 - 10	57	11.2
Grade 11	109	21.4
Grade 12	142	27.8
After High School	142	27.8
Total	510	100.0

Table 41

Frequency and Percentage Distribution of Students' Type of Search by Year of Enrollment College of Education

	Type of Search										
	Very Active		Active		Somewhat Active		Very Little		No Active Search		
Year	N	%	N	%	N	%	N	%	N	%	Total
First Year	17	11.7	65	44.8	51	35.2	11	7.6	1	.7	145
Second Year	12	6.9	56	32.0	71	40.6	27	15.4	9	5.1	175
Third Year	11	11.6	28	29.5	26	27.4	16	16.8	14	14.7	95
Fourth Year	9	9.4	17	17.7	26	27.1	27	28.1	17	17.7	96
Total	49	9.6	166	32.5	174	34.1	81	15.9	41	8.0	510

$x^2 = 64.37$
Significance $< .001$

tion regarding their decision to attend for the 1981-1982 academic year. There was a significant difference in the number of sources used by year of enrollment. The first years utilized the most sources with a mean use of 7.0 followed by second years with a mean use of 4.3; third years with 3.9; and fourth years with 3.4. The mean for the number of sources used was 4.8. The most used source was university students which was used by 64.0% of the students. The second most used source was parents/spouse which was used by 56.6%, followed by printed material from the university used by 55.3%; friends used by 46.9%, and university faculty used by 37.9% of the students. Frequencies and percentages of sources used are presented in Table 42.

Students were asked to rank order the five sources they considered most important. For the sources which appeared most often in the top five placements within each classification of most important to fifth most important the sources were, in order of number of times listed: university students; printed material from the university; parents/spouse; friends; faculty; and relatives.

To examine the use by year of enrollment, the sources of information were subjected to a step-wise discriminant analysis. The discriminant function statistics are presented in Table 43. The results suggest that considerable discriminating power exists in the variables being used (Wilks' lambda = .44). The summary table figures are presented in Appendix 3. Because of the low significance of the chi-square associated with the second function, the analysis was confined to an examination of the first function.

Table 42

Frequency and Percentage Distribution of Sources of Information
College of Education

Sources of Information	Year									
	First Year		Second Year		Third Year		Fourth Year		Total Use	
	N	%	N	%	N	%	N	%	N	%
University students	119	82.1	112	64.0	55	57.3	43	43.9	329	64.0
Parents/Spouse	105	72.4	90	52.0	55	57.3	40	40.8	290	56.6
Printed material from university	106	73.1	93	53.1	47	49.0	38	38.8	284	55.3
Friends	88	60.7	82	46.9	35	36.5	36	36.7	241	46.9
Faculty	36	24.8	76	43.3	41	42.7	42	42.9	195	37.9
Other relatives	89	61.4	55	31.4	18	18.2	14	14.3	176	34.2
High school personnel	107	73.8	26	14.9	5	5.2	4	4.1	142	27.6
Recent graduates	49	33.8	36	20.6	19	19.8	24	24.5	128	24.5
Organized visit to the university	68	46.9	20	11.4	9	9.4	1	1.0	98	19.1
Other university personnel	25	17.2	35	20.0	19	19.8	16	16.3	95	18.5
Well established graduates	34	23.4	28	16.0	15	15.6	13	13.3	90	17.5
University advertising	35	24.1	17	9.7	5	5.2	6	6.1	63	12.3
Other	5	3.4	19	10.9	16	16.7	21	21.4	61	11.9
Career days	37	25.5	10	5.7	3	3.1	1	1.0	51	9.9
Chance visit to the university	29	20.0	8	4.6	4	4.2	1	1.0	42	8.2
Newspapers	14	9.7	9	5.1	8	8.3	4	4.1	35	6.8
Employer	14	9.7	9	5.1	4	4.2	8	8.2	35	6.8
Books	24	16.6	8	4.6	1	1.0	0		33	6.4
Radio	12	8.3	0		2	2.1	3	3.1	17	3.3
Clergy	4	2.8	3	1.7	2	2.1	4	4.1	13	2.5
Television	6	4.1	2	1.1	2	2.1	2	2.0	12	2.3
Magazines	5	3.4	2	1.1	3	3.1	1	1.0	11	2.1
Journals	3	2.1	2	1.1	0		4	4.1	9	1.8
A-V material from the university	3	2.1	1	.6	2	2.1	1	1.0	7	1.4
Movies	4	2.8	1	.6	0		1	1.0	6	1.2

Table 43

Discriminant Function Statistics
Sources of Information
College of Education

Statistic	Function		
	1	2	3
Eigenvalue	1.092	.057	.018
Canonical Corr.	.723	.233	.135
% of Variance accounted for	93.5	4.92	1.58
Wilks' Lambda	.444	.929	.982
Chi-square	408.58	37.28	9.19
(d.f.)	(48)	(30)	(14)
Significance	.0001	.1693	.8185

The standardized discriminant function coefficient (SDFC) of each information source for the first function was examined to determine which sources were most likely to discriminate between the student categories. The higher the absolute value of the SDFC the more influential the source in making the discrimination. In this analysis the source of high school personnel with a SDFC of .659 was the most influential source of determining the discrimination between the year of enrollment. All other sources had much lower SDFC's with the next most influential sources being relatives (SDFC = .286) and books (SDFC = .252). The SDFC's of the first function are presented in Table 44.

The reclassification rate or the percentage of cases correctly classified when the discriminant function was applied to the data from which it was generated was 53.31%. This included corrections for prior probabilities of classification due to group size.

As a source of information the use of high school personnel was the most influential source of information for discriminating among the years of enrollment. From Table 42 we can see that this source was used by 73.8% of the first years followed by 14.9% of the second years, 5.2% of the third years and 4.1% of the fourth years. Relatives as a source of information were used by 61.4% of the first years, 31.4% of the second years, 18.8% of the third years and 14.3% of the fourth years.

While the use of books as a source of information was influential in making the discrimination only 6.4% of the respondents indicated this to be a source of information which they used. Of

Table 44

Standardized Discriminant Function Coefficients
of Sources of Information
College of Education

Source	Coefficient
Books	.252
Career days	.125
Chance visit to the university	.116
College faculty	-.185
High school personnel	.659
Journals	-.101
Newspapers	-.064
Organized visit to the university	.147
Other	-.083
Printed material from the university	.168
Radio	-.006
Recent university graduates	-.002
Relatives (other)	.268
Spouse/Parents	.048
University advertising	.145
University students	.075

these, 4.7% were in first year, 1.6% were in second year, .2% were in the third year and none were in the fourth year.

Problem 3: Alternative Evaluation

Evaluative Criteria Used

The students were provided with a list of 36 criteria and an opportunity to add to this list and were asked to check only those that they considered important when they made their decision to attend for the 1981-1982 academic year.

The mean for the number of criteria used was 6.9, the mode was 5 and the range 0-28. There was no significant difference by year of enrollment. The most used criteria were the college program which was utilized by 53.3% of the students and previous investment in the program which was utilized by 72.6% of the students in second year and up. The next most used criterion was the basic cost followed by the location of the university and job availability. Frequencies and percentages of criteria used are presented in Table 45.

Due to the controversy over whether or not it is necessary to introduce a separate measure of attribute importance (Engel et al., 1968, p. 376) the students were asked to rank the criteria they considered most important. Up to five criteria were to be considered. The criteria were then ranked according to the number of times they were listed as placing within the five top placements. These results are presented in Table 46. The first five placements in terms of usage were also the same as the first five placements in terms of most important.

Table 45

Frequency and Percentage Distribution of
Evaluative Criteria Used
College of Education

Evaluative Criteria	Year									
	First Year		Second Year		Third Year		Fourth Year		Total Year	
	N	%	N	%	N	%	N	%	N	%
College program	93	64.1	107	61.1	37	38.5	37	37.8	274	53.3
Previous investment in program	11	7.6	101	57.5	74	77.7	82	83.7	268	52.1
Basic cost	81	55.9	90	51.4	45	46.9	22	22.4	238	46.3
Location of the industry	94	64.8	65	37.1	33	34.4	25	25.5	217	42.2
Job availability	87	60.0	55	31.4	35	36.5	32	32.7	209	40.7
Friends attending	74	51.0	69	39.4	31	32.3	31	31.6	205	39.9
Availability of financial aid	52	35.9	57	32.6	27	28.1	21	21.4	157	30.5
Salary of jobs	54	37.2	29	16.6	22	22.9	41	41.8	146	28.4
Academic reputation of the university	57	39.3	49	28.0	24	25.0	10	10.2	140	27.2
Social life of the university	58	40.0	41	23.4	16	16.7	16	16.3	131	25.5
Times courses offered	41	28.3	35	20.0	27	28.1	23	23.5	126	24.5
Number/variety of courses	59	40.7	32	18.3	18	18.8	12	12.2	121	23.5
Friends in city	48	33.1	25	14.3	15	15.6	20	20.4	108	21.0
Fringe benefits of jobs	34	23.4	46	26.3	14	14.6	10	10.2	104	20.2
College students friendly	44	30.3	32	18.3	13	13.5	14	14.3	103	20.0
Relatives in city	39	26.9	26	14.9	13	13.5	15	15.5	93	18.1
Range of career options	28	19.3	30	17.1	10	10.4	12	12.2	80	15.0
Class size	29	20.0	29	16.6	7	7.3	10	10.2	75	14.5
Athletic facilities on campus	37	25.5	15	8.6	8	8.3	13	13.3	73	14.2

Table 45 (continued)

Evaluative Criteria	Year									
	First Year		Second Year		Third Year		Fourth Year		Total Use	
	N	%	N	%	N	%	N	%	N	%
Entertainment facilities on campus	39	26.9	17	9.7	7	7.3	7	7.1	70	13.6
Extracurricular social activities	29	20.0	20	11.4	8	8.3	11	11.2	68	13.2
College size	27	18.6	26	14.9	5	5.2	4	4.1	62	12.1
Personal interest of faculty	21	14.5	20	11.4	9	9.4	12	12.2	62	12.1
Teaching reputation of faculty	23	15.9	23	13.1	6	6.3	8	8.2	60	11.7
Extracurricular athletic program	19	13.1	7	4.0	8	8.3	3	3.1	37	7.2
Individual assistance from faculty	19	13.1	10	5.7	6	6.3	1	1.0	36	7.0
Housing on campus	18	12.4	11	6.3	2	2.1	2	2.0	33	6.4
Counselling services on campus	22	15.2	7	4.0	2	2.1	1	1.0	32	6.2
Job placement services	16	11.0	7	4.0	4	4.2	4	4.1	31	6.0
Relatives attending	21	14.5	7	4.0	2	2.1	1	1.0	31	6.0
Boy/girlfriend, fiance attending	6	4.1	11	6.3	6	6.3	6	6.1	29	5.6
Boy/girlfriend, fiance in city	8	5.5	8	4.6	2	2.1	6	6.1	24	4.7
Health services on campus	10	6.9	4	2.3	3	3.1	2	2.0	19	3.7
Spouse/partner in city	4	2.8	4	2.3	2	2.1	4	4.1	14	2.7
Spouse/partner attending	0	0	6	3.4	3	3.1	3	3.1	12	2.3
Child care arrangements	3	2.1	4	2.3	1	1.0	1	1.0	9	1.8

Table 46

Frequency, Percentage Distribution and Rank
Order of Evaluative Criteria Considered Most Important
College of Education

Evaluative Criteria	Descriptive Statistics		
	N	%	Rank
Considered Most Important			
Previous investment in program	207	40.3	1
Program	206	40.1	2
Cost	159	30.9	3
Location	150	29.2	4
Job availability	115	22.4	5
Friends attending the university	68	13.2	6
Social life of the university	52	10.1	7
Availability of financial aid	43	8.4	8
Academic reputation of the university	23	4.5	9
Friends living in city	20	3.9	10
Salary of jobs	19	3.7	11
Fringe benefits of jobs	19	3.7	11

A step-wise discriminant analysis was conducted to examine the use of evaluative criteria by year of enrollment. The discriminant function statistics are presented in Table 47. The results suggest that considerable discriminating power exists in the variables being used (Wilks' lambda = .380). The summary table figures are presented in Appendix 3. The analysis was confined to an examination of the first two functions because of the low significance associated with the third function.

The standardized discriminant function coefficient (SDFC) of each evaluative criteria was examined for the first and second function to determine which evaluative criteria were more likely to discriminate among the students according to year of enrollment. In this analysis, for the first function, the criterion of previous investment in the program with a SDFC of -.779 was the most influential criterion in making the discrimination. All other criteria had much lower SDFC's (for the first function) with the next most influential criteria being location (SDFC = .298) and social life of the university (SDFC = .226).

For the second function the most influential criterion was salary of jobs after graduation with a SDFC of -.741 followed by: fringe benefits of job after graduation (SDFC = .607); basic cost (SDFC = .431); and College program (SDFC = .350). The SDFC's considered in the first two functions are presented in Table 48.

The reclassification rate (the percentage of cases correctly classified when the discriminant function was applied to the same data from which it was generated) was 59.9%, which included corrections for

Table 47

Discriminant Function Statistics
Evaluative Criteria
College of Education

Statistic	Function		
	1	2	3
Eigenvalue	1.067	.216	.047
Canonical Corr.	.718	.422	.213
% of Variance accounted for	80.17	16.27	3.56
Wilks' Lambda	.380	.785	.955
Chi-square	484.15	121.12	23.16
(d.f.)	(66)	(42)	(20)
Significance	.0001	.0001	.2810

Table 48

Standardized Discriminant Function Coefficients
of Evaluative Criteria
College of Education

Evaluative Criteria	Coefficient	
	Function 1	Function 2
Academic reputation of the university	.123	.115
Athletic facilities on campus	.064	-.178
Availability of financial aid	.107	.074
Boy/girlfriend, fiance attending	-.106	.111
Child care arrangements	.103	.062
College size	-.079	.231
Cost	.089	.431
Counseling services on campus	.232	-.070
Extra-curricular athletic program	-.004	.001
Friends living in city	.068	-.279
Fringe benefits of jobs	.130	.607
Housing facilities on campus	.147	-.023
Job availability	.198	-.172
Location	.298	.095
Number and variety of courses	.136	-.122
Personal interest displayed by faculty	-.176	-.054
Previous investment in the program	-.779	.055
Program	.180	.350
Relatives at this university	.179	.057
Salary of jobs	-.049	-.741
Social life of the university	.266	-.021
Spouse/partner living in city	.121	-.103

prior probabilities of classification due to group size.

For the criterion of previous investment in the program which was the most influential in making the discrimination between the years of enrollment we can determine from Table 45 that the number of students indicating it to be an important criterion increased from 7.6% in the first year to 57.7% in second year, to 77.7% in third year to 83.7% in fourth year. For the criterion of location of the university there was a decrease in the number of students considering it to be important from first through fourth year (first year = 64.8%; second year = 37.1%; third year = 34.5%; fourth year = 25.5%). The social life of the university criterion decreased from first through fourth year, with 40.0% of the first years, 23.4% of the second years; 16.7% of the third years; and 16.3% of the fourth years indicating it was an important criterion.

For the second function the most influential criterion was salary of jobs after graduation which was considered important by 41.8% of the fourth years followed by 37.2% of the first years, 22.9% of the third years, and 16.6% of the second years. For the criterion of cost there was a decrease from first through fourth year with this criterion considered important by 55.9% of the first years, 51.4% of the second years, 46.9% of the third years and 22.4% of the fourth years. For the criterion of college program there is a decrease in the percentage of students considering it to be important from first through fourth year with a considerable break between second and third year (first year = 64.1%; second year = 61.1%; third year = 38.5%; fourth year = 37.8%).

Problem 4: Choice Process

Who Made the Decision

For the College of Education the decision to attend was made by the student in 393 (77%) cases. The decision was made jointly in 119 (23%) cases with the spouse cited in 21 cases indicating that 37% of the married students included their spouse in the decision making process. There was no significant difference by year of enrollment.

Problem 5: Outcomes

Outcomes of Choice

The students were asked to use the Delighted-Terrible (D-T) scale to indicate how they felt about their decision to attend the College in October 1981 (beginning of term), in December 1981 (middle of term) and how they were feeling regarding this decision at the present time (end of term). Students were reported as satisfied if they responded as feeling delighted, pleased, or mostly satisfied, and were reported as dissatisfied if they responded as feeling mostly dissatisfied, unhappy or terrible.

The outcomes of choice by year of enrollment for the beginning, middle and end of term are presented in Table 49. For the College as a whole, the middle of the term had the lowest percentage of satisfied students. There was a gain in the number of satisfied students from the middle to the end of the term; however, there still remained a decrease in the total number of satisfied students from the beginning of the term, to the end of the term.

Table 49

Frequency and Percentage Distribution of
Outcomes by Year of Enrollment
College of Education

Category	Outcomes						
	Dis-satisfied		Mixed		Satisfied		Total
	N	%	N	%	N	%	
Beginning of the Academic Year[a]							
First Year	8	5.6	41	28.7	94	65.7	143
Second Year	8	4.7	20	11.8	142	83.5	170
Third Year	6	6.7	11	12.4	72	80.9	89
Fourth Year	10	10.8	19	20.4	64	68.8	93
Total	32	6.5	91	18.4	372	75.2	495
Middle of the Academic Year							
First Year	28	19.6	32	22.4	83	58.0	143
Second Year	22	12.9	46	27.1	102	60.0	170
Third Year	7	7.7	23	25.3	61	67.0	91
Fourth Year	8	8.9	19	21.1	63	70.0	90
Total	65	13.2	120	24.3	309	62.6	494
End of the Academic Year[b]							
First Year	13	9.2	17	12.0	112	78.9	142
Second Year	17	10.0	50	29.4	103	60.6	170
Third Year	12	12.8	26	27.7	56	59.6	94
Fourth Year	6	6.7	18	20.0	66	73.3	90
Total	48	9.7	111	22.4	337	67.9	496

[a] $x^2 = 22.05$
Significance = .0012

[b] $x^2 = 19.06$
Significance = .0041

Significant differences were found to exist between the years of enrollment for the beginning and end of term. At the beginning of the term the second and third years were the most satisfied years, the first year had the highest percentage reporting mixed feelings, and the fourth year had the highest percentage of dissatisfied students. At the end of the term the first year student group had the highest percentage of satisfied students followed by fourth year, and second and third year the highest percentage of mixed, and third year group had the highest percentage of dissatisfied students.

Dissonance Resolution

In regard to the aspect of post choice dissonance the students were asked what might students do to clarify whether or not they have made a correct decision with respect to college choice.

Only 2.5% of the students felt there was nothing they could do to clarify whether or not a correct choice had been made; 38.1% were not sure; and 59.3% indicated that students could do something to clarify the decision. Figures on the number of options are presented in Table 50. There was no significant difference by year of enrollment.

Summary

Of the respondents 82.7% were female and 17.3% were male, with the majority (98.2%) under 35 years of age. Only a small number had dependent children and child care responsibilities. During high school the largest percentage lived in population centers of 100,000 plus, followed by centers with populations of 1,000-4,999. The

Table 50

Frequency and Percentage Distribution of
Dissonance Resolution Options
College of Education

Options		Descriptive Statistics	
		N	%
Nothing they can do		13	2.5
Not sure		196	38.1
Number of suggestions:	one	94	18.3
	two	80	15.6
	three	70	13.6
	four	32	6.2
	five	6	1.2
	six	5	1.0
	seven	2	.4
	eight or more	16	3.1

largest percentage of students attended small high schools of under 300 students followed by the large high school classification of 1,000 plus students. The majority of grade 12 averages were between 70-89%. There was no significant difference in the grade 12 averages by year of enrollment.

For sources of funding, parents were both the most used and the largest supplier of funding for students, followed by savings and employment between university sessions. For parental educational levels more fathers than mothers were at the extreme ends of the educational continuum with either grade 12 or under or else having completed part or all of a postgraduate degree or diploma program. English was the most usual language spoken in the parental home with at least one other language spoken in 39% of the homes. For fathers' occupations the largest classification was farming related followed by trade related. For mothers' occupations the largest classification was non-wage earner followed by professional/managerial.

The largest percentage of students first considered the career possibilities of education during grade 12 followed by during grade 11. The majority (59%) were registered in the elementary program followed by the secondary program (36%).

The majority of students indicated they engaged in the process of searching for information regarding their decision to attend for the current academic year. The largest percentage of students who described their search as very active were in first year, closely followed by third year; in the active search classification the largest percentage were in first year followed by second year; for

somewhat active the largest percentage was in second year; for very little search the largest percentage was fourth year followed by third; and for no active search the largest percentage was fourth decreasing through third, second and first. The students received information from an average of 4.8 sources. The most used source was university students followed by parents/spouse, printed material from the university, friends, and university faculty. The high school personnel source was the most useful in making the discrimination between the years of enrollment. This source was used most often by first years and then decreased in usage through the years of enrollment.

The students used an average of 6.9 evaluative criteria. No significant relationship existed between the number of criteria used and the year of enrollment. The most used criteria were the college program followed very closely by previous investment in the program, then by the basic cost, location of the university and job availability. These same five criteria placed in the top five rankings for criteria considered most important. A number of criteria were influential in making the discrimination between the years of enrollment including: previous investment in the program with the number of students indicating it was an important criterion increasing from first through fourth year; location, decreased from first through fourth year; social life of the university, decreasing from first through fourth year; salary of jobs after graduation which was considered most important by fourth years followed by first years; cost, decreasing from first through fourth year; and college program

decreasing from first through fourth year.

In regard to who made the decision to attend for the 1981-1982 academic year there were no students who felt that someone else had made the decision that they should attend. Approximately three quarters made the decision on their own and one quarter indicated it was made jointly. In regard to the outcomes of choice, for the college as a whole the middle of the term had the lowest percentage of satisfied students. Significant differences were found to exist by year of enrollment for the beginning and end of term. For the beginning of term the second and third year were the most satisfied and for the end of term the first year was the most satisfied followed by fourth year. At the beginning of term the fourth year had the largest percentage of dissatisfied students and by end of term the lowest percentage of dissatisfied students. When questioned as to what students might do to clarify whether or not they had made a correct decision with respect to college choice, approximately 60% indicated that students could do something to clarify their decision.

CHAPTER VI

SIMILARITIES AND DIFFERENCES: THE COLLEGE OF HOME ECONOMICS AND THE COLLEGE OF EDUCATION

Problem 1: Characteristics of Today's Student

Due to the relatively small size of the College of Home Economics, the entire population was included in the study. The respondents represented 98% of the total population. As the College of Education is relatively large, the entire population was not included in the study. The respondents represented 33% of the total population.

Age/Sex

For the College of Home Economics (HE) all students were female, between 18 and 34 years of age. For the College of Education (ED), 82.7% were female and 17.3% were male. The distribution of males and females in the sample clearly follows the percentage for the population of the college in which 81.1% were female, and 18.9% were male.

The age range (Table 51) in the College of Education was 18-54 years with 98.2% between 18-34 years of age. There was a significant difference in the students' age by year of enrollment. For first and second year the largest percentage was in the 18-20 age classification (HE = 88.7%, 74%; ED = 81.4%, 67.4%). For Home Economics in third and fourth year the largest percentage was in the 21-24 age classification (HE = 63.6%, 87.1%). For Education in third year there were 48.3% of

Table 51

Frequency and Percentage Distribution of
Students' Age
College of Home Economics and College of Education

Students' Age	HE		ED		Total	
	N	%	N	%	N	%
under 18	0		3	.6	3	.5
18-20	75	49.3	284	55.3	359	53.9
21-24	66	43.5	163	31.7	229	34.4
25-34	11	7.2	55	10.7	66	9.9
35-44			8	1.6	8	1.2
45-54			1	.2	1	.2
Total	152		514		666	100.1[a]

Note: [a] Does not equal 100% due to a rounding error.

the students in both the 18-20 and 21-24 age classifications and for fourth year 69.4% were in the 21-24 age classification.

In the College of Home Economics 7.2% were in the 25-34 years of age classification with no students in this age group in first year. In the College of Education 12.5% were 25 years of age or older with 10.7% of these in the 25-34 age classification.

Marital Status/Child Care

The percentage of single students in the College of Home Economics was very similar to the percentage in the College of Education and the majority of students were in this category. None of the students in the College of Home Economics had been previously married while 2.9% in the College of Education were in this category. The largest percentage of married students in both colleges were in fourth year and the first years had the lowest percentage of married students. In regard to the number of dependent children and child care responsibilities the figures for both colleges were also quite similar and the percentages of students involved were small.

Grade 12 Averages/University Entrance Timing

For both colleges the majority of students had grade 12 averages (Table 52) between 70-89% (HE = 83% of the students; ED = 82% of the students). The College of Home Economics had a larger percentage of its students in the 80-89% category with 50% compared to the College of Education with 40.5%. There was no significant difference by year of enrollment.

As for timing of university entrance, over three-fifths of the first year students entered immediately after completing grade 12 (HE

Table 52

Frequency and Percentage Distribution of
Students' Grade 12 Averages
College of Home Economics and College of Education

Grade 12 Average	HE		ED		Total	
	N	%	N	%	N	%
50-59%	0		1	.2	1	.2
60-69%	14	9.2	53	10.4	67	10.1
70-79%	50	32.9	211	41.3	261	39.4
80-89%	76	50.0	207	40.5	283	42.7
90-95%	12	7.9	35	6.8	47	7.1
Did not complete Grade 12	0		4	.8	4	.6
Total	152		511		663	100.1[a]

Note: [a] Does not equal 100% due to a rounding error.

= 66.7%; ED = 62.8%).

Permanent Residence/Size of Area/Size of High School

The largest percentage of students in both colleges had permanent residences within 39 kilometers or 24 miles of the university (HE = 35.4%; ED = 37.4%), followed by the distance category of 240-559 kilometers or 150-349 miles (HE = 35.1%; ED = 32.7%).

When considering the size of the area in terms of population, both colleges drew their largest percentage of students from population centers of 100,000 plus (HE = 35.3%; ED = 22.9%). For Home Economics this was followed by rural population centers of under 250 with 22.7%; for Education it was followed by centers with a population between 1,000-4,999 with 20.2%.

In regards to the size of the high school attended both colleges drew their largest percentage of students from small high schools with student populations of 299 or under (HE = 35.3%; ED = 34.5%). The next largest group came from large high schools with a population of 1,000 and over (HE = 30.0%; ED = 26.5%).

Number of Siblings/University Attendance

For both colleges there was no significant difference by year of enrollment for the number of siblings. Nearly all students in both colleges (HE = 96.7%; ED = 97.3%) had siblings. In Home Economics the largest classification was two siblings with 28.3%, followed by three siblings with 22.4% and four siblings with 18.4%. In Education the largest classification was 3 siblings with 24.7% closely followed by two siblings with 24.5% and then four siblings with 17.1%.

For the number of siblings who have attended or are attending

university there was no significant difference by year of enrollment for Home Economics but this was significant for Education at the .0199 level. However, the expected cell frequency was less than five. From this analysis the first year students had the largest percentage with no siblings attending followed by third, second and fourth years.

Accommodation/Shared Homemaking Responsibilities

For the College of Home Economics there was no significant difference in the type of accommodation by year of enrollment. The self-contained rental unit provided accommodations for 56.0% of the students with only 5.3% of these being on campus units. The parental home provided accommodation for 19.7% and other room and board accommodation was used by 14.5% with 9.9% provided on campus. Very few students (3.9%) were living in non-self-contained units or in homes that they owned (5.9%). In terms of on campus accommodation 15.2% were thus accommodated.

For the College of Education for all years of enrollment the self-contained unit was the most utilized type of accommodation, providing accommodation for 57.0% of all the students with 4.1% provided on campus. There was a significant difference in accommodation by year of enrollment. There was a decrease in the utilization of room and board on campus and an increase in the utilization of self-contained campus rental units from first through fourth year. The parental home was utilized most by first and third year students and utilized least by second year students.

For accommodation shared with other university students approximately half of the students in both colleges shared with other

university students (HE = 52.0%; ED = 49.2%). There was a significant difference by year of enrollment for Education where only 35.1% of the fourth year students shared accommodation with other university students.

For homemaking responsibilities for both colleges there were no significant differences by year of enrollment. Only a small number of students had no responsibilities (HE = 3.9%; ED = 1.9%) while 73.4% of Home Economics students and 79.2% of the College of Education students had responsibilities which ranged from sharing equally to full responsibility.

Gross Income/Source of Income

The majority of students in both colleges were existing on gross incomes of under $7,000 (HE = 82%; ED = 80%) with 65% of the Home Economics students and 71% of the Education students existing on gross incomes of $4,999 or less (Table 53).

For both colleges, parents were the most used single source of funding, providing some funding to 64.5% of the College of Home Economics students and to 65.4% of the College of Education students. Parents were also the largest suppliers of funding providing 26.4% of the total funding of Home Economics students and 30.5% of the College of Education students (Table 54).

For the College of Home Economics the second most utilized source was employment between university sessions utilized by 56.5% of the students, followed by savings utilized by 51%. Employment between sessions provided 26.4% of the total funding of the students at the College of Home Economics and savings provided 15.5%. For the College

Table 53

Frequency and Percentage Distribution of
Students' Approximate Gross Incomes
College of Home Economics and College of Education

Gross Income	HE		ED		Total	
	N	%	N	%	N	%
under 5,000	96	64.9	353	70.7	449	69.4
5,000 - 6,999	25	16.9	46	9.2	71	11.0
7,000 - 9,999	13	8.8	39	7.8	52	8.0
10,000 - 12,999	2	1.4	17	3.4	19	3.0
13,000 - 15,999	3	2.1	10	2.0	13	2.0
16,000 - 19,999	2	1.4	14	2.8	16	2.5
20,000 and over	7	4.9	20	4.0	27	4.2
Total	148		499		647	100.1[a]

Note: [a] Does not equal 100% due to a rounding error.

Table 54

Rank Order of Use of Sources of Funding and
Percentage of Total Funding
College of Home Economics and College of Education

Gross Income	HE		ED	
	Rank	%	Rank	%
Employed between unversity sessions	2	26.1	3	17.7
Employed outside U. of S. while attending university	7	4.1	5	5.8
Government student loan	5	6.2	4	10.5
Parents, guardians	1	27.6	1	30.6
Savings	3	15.3	2	19.2
Scholarship, fellowship or bursary	6	5.6	6	4.6
Spouse	4	6.6	7	3.4

of Education the second most utilized source was savings with 57.6% of the students using this source followed by employment between sessions with 44.4%. For the College of Education savings accounted for 19.6% of the total funding and employment between university sessions for 17.7%.

Social Class

For parental social class 80% of the College of Home Economics students and 81% of the College of Education students considered their parents to be above lower-middle class. A small percentage of students did not believe that social classes exist (HE = 2.6%; ED = 4.1%). These came primarily from the first and second year (HE = 100%; ED = 85.6%).

Educational Levels

The educational level of parents and spouse is presented in Table 55. For both colleges, more fathers were at the extreme ends of the educational continuum with 58.1% of Home Economics and 65% of Education fathers having a grade 12 or less and 12.2% and 8.9% respectively having some postgraduate education.

For mothers in both colleges, the largest classification was completed postsecondary (HE = 35.6%; ED = 27.1%). Also mothers of students in both colleges were more educated than fathers, with larger percentages having a minimum of some postsecondary education.

Using the classification of some postsecondary education as a baseline, the parents of the students in the College of Home Economics were more educated than those for the College of Education (HE = 48.6%; ED = 38.4%).

Table 55

Frequency and Percentage Distribution of
Parental and Spousal Educational Level
College of Home Economics and College of Education

Educational Level	HE		ED		Total	
	N	%	N	%	N	%
Father						
Grade 6 or less	8	5.4	34	6.9	42	6.5
Grade 7-9	29	19.6	142	28.7	171	26.6
Grade 10-11	25	17.6	87	17.6	113	17.6
Grade 12	23	15.5	68	13.7	91	14.2
Some Postsecondary	10	6.8	38	7.7	48	7.5
Completed Postsecondary	34	23.0	82	16.6	116	18.0
Some or Completed Postgraduate	18	12.2	44	8.9	62	9.6
Total	148		495		643	100.0
Mother						
Grade 6 or less	8	5.4	9	1.8	17	2.6
Grade 7-9	14	9.4	83	16.4	97	14.8
Grade 10-11	23	15.4	110	21.8	133	20.3
Grade 12	22	14.8	83	16.4	105	16.1
Some Postsecondary	23	15.4	62	12.3	85	13.0
Completed Postsecondary	53	35.6	137	27.1	190	29.1
Some or Completed Postgraduate	6	4.0	21	4.2	27	4.1
Total	149		505		654	100.0
Spouse						
Grade 6 or less	0		2	2.7	2	2.2
Grade 7-9	0		5	6.8	5	5.4
Grade 10-11	0		4.	5.5	4	4.3
Grade 12	1	5.3	10	13.7	11	12.0
Some Postsecondary	7	36.8	16	21.9	23	25.0
Completed Postsecondary	8	42.1	29	39.7	37	40.2
Some or Completed Postgraduate	3	15.8	7	9.6	10	10.9
Total	19	100.0	73	100.0	92	100.0

Languages

English was spoken in all parental homes for the College of Home Economics and in 97.4% of the parental homes for the College of Education. At least one other language was spoken in over one third of the homes (HE = 38%; ED = 39%). Other languages spoken in the parental homes were: German (HE = 13.1%; ED = 14.8%); Ukrainian (HE = 12.5%; ED = 12.3%); and French (HE = 7.9%; ED = 8.9%).

For students' languages spoken other than English, French was the most common language spoken (HE = 27.0%; ED = 27.2%) followed by German (HE = 20%; ED = 7.4%) and Ukrainian (HE = 6.5%; ED = 6.0%).

Occupations

The occupational status of parents and spouse is presented in Table 56. For both colleges the largest occupational classification for fathers was the farming related classification (HE = 37.2%; ED = 36.8%). In both colleges the second largest occupational classification was for professional/management related occupation (HE = 30.4%; ED = 12.9%), followed by trade/transport related classification (HE = 15.2%; ED = 12.9%).

For both colleges the largest occupational classification for mothers was the non-wage earner (HE = 36.5%; ED = 37.4%) followed by professional/managerial (HE = 25.0%; ED = 22.2%) and clerical/sales/service (HE = 25%; ED = 21.6%).

For spousal occupations for both colleges the largest classification was professional/management related occupations (HE = 41.2%; ED = 31.6%) followed by the non-wage earner (HE = 23.5%; ED = 29.8%).

For students in both colleges the largest percentage was in the

Table 56

Frequency and Percentage Distribution of
Parental and Spousal Occupational Status
College of Home Economics and College of Education

Occupational Status	HE		ED		Total	
	N	%	N	%	N	%
Father						
- clerical/sales/service related	8	5.5	57	11.9	65	10.4
- farming related	54	37.2	177	36.8	231	36.9
- non-wage earner			2	.4	2	.3
- other	1	.7	13	2.7	14	2.2
- professional/management related	44	30.4	116	24.1	160	25.6
- self-employed (excluding farming	16	11.0	54	11.2	70	11.2
- trades/transport related	22	15.2	62	12.9	84	13.4
Total	145	100.0	481	100.0	626	100.0
Mother						
- clerical/sales/service related	37	25.0	111	22.2	148	22.8
- farming related	5	3.4	29	5.8	34	5.3
- non-wage earner	54	36.5	187	37.4	241	37.2
- other	1	.7	1	.2	2	.3
- professional/management related	47	31.8	152	30.4	199	30.7
- self-employed (excluding farming	3	2.0	12	2.4	15	2.3
- trades/transport related	1	.7	8	1.6	9	1.4
Total	148	100.1[a]	500	100.0	648	100.0
Spouse						
- clerical/sales/service related	-		6	10.5	6	8.1
- farming related	2	11.8	5	8.8	7	9.5
- non-wage earner	4	23.5	17	29.8	21	28.4
- professional/management related	7	41.2	18	31.6	25	33.8
- self-employed (excluding farming	3	17.6	2	3.5	5	6.8
- trades/transport related	1	5.9	9	15.8	10	13.5
Total	17	100.0	57	100.0	74	100.1

Note: [a] Does not equal 100% due to a rounding error.

classification of non-wage earner prior to registering in their college (HE = 82%; ED = 71%) with most of these indicating they had been previously classified as students (HE = 80%; ED = 69%).

First Considered College

There was a notable difference between the colleges as to when the students first considered the career possibilities of the College (Table 57). For Home Economics, 41.1% first considered it after leaving high school, 28.5% during grade 12 and 13.2% during grade 11. For Education, 27.8% considered it first after leaving high school, 27.8% considered it first during grade 12, and 21.4% considered it first during grade 11.

Problem 2: Search Stage

For both colleges the degree to which the students felt they engaged in an active search for information was found to differ significantly by year of enrollment. More first year students engaged in search than students in any other year of enrollment, with the degree of search declining through second, third and fourth year. This pattern of search is supported by other research (Engel & Blackwell, 1982, p. 324) where search is not as likely to occur when a product has been purchased before. It should also be noted that the degree of active search reported may be lower than the actual due to the use of the retrospective questioning (Engel & Blackwell, 1982, p. 337; Newman & Lockeman, 1975, p. 216-222).

The mean for the number of sources utilized by the students in the College of Home Economics was 4.3 and by students in the College

Table 57

Frequency and Percentage Distribution of
When Students First Considered the Career
College of Home Economics and College of Education

Time First Considered	HE		ED		Total	
	N	%	N	%	N	%
Prior to Grade 9	8	5.3	60	11.8	68	10.3
Grades 9 - 10	18	11.9	57	11.2	75	11.3
Grade 11	20	13.2	109	21.4	129	19.5
Grade 12	43	28.5	142	27.8	185	28.0
After High School	62	41.1	142	27.8	204	30.9
Total	151	100.0	510	100.0	661	100.0

of Education was 4.8. For both colleges the most used source (Table 58) was university students used by 59% and 64% of Home Economics and Education respectively. For Home Economics the second most used source was university faculty which was used by 53% of the students, followed by: printed material from the university used by 51%; parents/spouse by 47%; and friends by 30%. For Education the second most used source was parents/spouse which was used by 56% of the students followed by: printed material from the university used by 55%; friends used by 47%; and university faculty used by 34%. For both colleges the word-of-mouth information sources were most utilized.

For the College of Education the source of high school personnel was the most influential in making the discrimination between years of enrollment. This source was used most often by first year and decreased in use through fourth year. This source was used by 27.6% of the College of Education students and only 16.5% of the College of Home Economics students.

Problem 3: Evaluation Stage

A total of 36 specific evaluative criteria which students may use during the evaluation stage of the decision process were included in the study, with three "other" options provided for the student to specify alternatives which they may have considered. The students in the College of Home Economics used a mean of 8.2 criteria, with a mode of 8, and a range of 1 to 28. The students in the College of Education used a mean of 6.9 criteria, a mode of 5 and a range of 0 to 28. No significant relationship existed between the year of enroll-

Table 58

Frequency, Percentage Distribution and Rank Order of Sources of Information Used Most College of Home Economics and College of Education

Source of Information	HE			ED			Total	
	N	%	Rank	N	%	Rank	N	%[a]
Faculty	81	53.3	2	195	37.9	4	276	41.4
Friends	46	30.3	5	241	46.9	4	287	43.1
High School personnel	25	16.5	10	142	27.6	7	167	25.1
Organized visit to the university	29	19.1	8	98	19.1	9	127	19.1
Other relatives	28	18.4	9	176	34.2	6	204	30.6
Other university personnel	32	21.1	7	95	18.5	10	127	19.1
Parents/Spouse	72	47.4	4	290	56.6	2	362	54.3
Printed material from the university	77	49.7	3	284	55.3	3	361	54.2
Recent graduates	42	23.1	6	128	24.5	8	170	25.5
University students	90	59.2	1	329	64.0	1	419	62.9
Well-established graduates	23	15.1	11	90	17.5	11	113	17.0

Note: [a] Percentage based on a total of 666 students.

ment and the number of criteria used. For both colleges the most used criteria (Table 59) were the college program (used by 65.7% of all Home Economics students and by 53.3% of all Education students) and previous investment in the program used by 65.7% of all the Home Economics students (or 80% of second year and up) and by 52.1% of all the Education students (or 72.6% of second year and up). In the College of Home Economics the third most used and most important evaluative criterion was location followed by job availability and range of career options. For the College of Education, the third most used and most important evaluative criterion was basic cost, followed by location and job availability. These findings support the work of Yarger, Howey and Joyce (1977).

To examine the criteria used by year of enrollment a step-wise discriminant analysis was conducted. In this analysis, for both colleges, the criterion of previous investment in the program was the most influential criterion in making the discrimination. The use of this criterion increased from first through fourth year. For Home Economics the next most influential criterion was that of spouse/partner attending followed by location. For Education the next most influential criterion was location followed by social life of the university. The criterion of location was used most by first years in both Colleges decreasing through fourth year for Education and through third year for Home Economics, with Home Economics experiencing an increase in its usage in fourth year but not to the level of second year. For the College of Education the criterion of social life of the university was utilized most by first years decreasing through

Table 59

Frequency, Percentage Distribution and Rank Order of Evaluation Criteria Used Most[a] College of Home Economics and College of Education

Source of Information	HE			ED			Total	
	N	%	Rank	N	%	Rank	N	%[b]
Academic reputation of the university	36	23.7	14	140	27.2	9	176	[b]26.4
Availability of financial aid	28	18.4	18	157	30.5	7	185	27.8
Basic cost	54	35.5	8 (tie)	238	46.3	3	292	43.8
Class size	33	21.7	15	75	14.5	18	108	16.2
College program	100	65.8	1 (tie)	274	53.3	1	374	56.2
College size	59	38.8	7	62	12.1	22	121	18.2
College students friendly	54	35.5	8 (tie)	103	20.0	15	157	23.4
Friends attending	60	39.5	6	205	39.9	6	265	39.8
Friends in city	38	25.0	13	108	21.0	13	146	21.9
Fringe benefits of jobs	12	7.9	28	104	20.2	14	116	17.4
Job availability	67	44.1	4	209	40.7	5	276	41.4
Location of university	86	56.6	3	217	42.2	4	303	45.5
Number/variety of course	51	33.6	11	121	23.5	12	172	25.8
Personal interest of faculty	39	25.7	12	62	12.1	23	101	15.2
Previous investment in the program	100	65.8	1 (tie)	268	52.1	2	368	55.3
Range of career options	62	40.8	5	80	15.0	17	142	21.3
Salary of jobs	32	21.1	16	146	28.4	8	178	26.7
Social life of the university	51	33.6	10	131	25.5	10	182	27.3
Times courses offered	27	17.8	19	126	24.5	11	153	23.0

Note: [a] Includes the 15 most used in each college
[b] Percentage based on a total of 666 students

fourth. This depicted a usage pattern in direct opposition to the pattern for the College of Home Economics where its use increased from first through fourth year.

Problem 4: Choice Stage

There were no students in the study who felt that someone else had made the decision that they should attend. In the College of Home Economics 76% indicated they made the decision on their own and 24% indicated that it was made jointly. In the College of Education 77% made the decision on their own and 23% indicated it was made jointly. For the College of Home Economics 42% of the married students made the decision jointly with their spouse and 37% of the married College of Education students made the decision jointly with their spouse.

Problem 5: Outcome Stage

The outcomes of choice, from beginning to end of term, for both colleges experienced a drop in the number of students reporting they were satisfied with their decision to attend (HE = 6.6%; ED = 7.3%). Significant differences were found to exist between the categories and were not consistent between colleges.

For Home Economics the second and fourth year students reported the highest percentage of satisfied students for all three periods and first and third year the highest percentage of mixed. For the beginning and end of term the first year students reported the highest percentage of dissatisfied students. For Education significant differences were found to exist between the categories only for the

beginning and end of term. At the beginning of the term the second and third years were the most satisfied years, the first year had the highest percentage of mixed feelings, and the fourth year had the highest percentage of dissatisfied students. At the end of term the first year students had the highest percentage of satisfied students followed by fourth year, the second and third year the highest percentage of mixed, and the third year with the highest percentage of dissatisfied students. The College of Home Economics students in first year were ending the year with the highest percentage of dissatisfied students whereas the College of Education first year was the most satisfied group. Further research is needed to explore the difference in satisfaction between the first year students in the two colleges at the end of the term.

In the examination of dissonance resolution for Home Economics 67.8% indicated that students could do something to clarify their decision; 30.9% were not sure; and 1.3% felt there was nothing they could do. For Education 59.3% indicated they could do something; 38.1% were not sure; and 2.5% felt there was nothing they could do. There was no significant difference by year of enrollment.

Problem 6: Application in the Service Sector

The Engel-Kollat-Blackwell Theory of Consumer Behavior provided a viable framework for exploring the decision process employed by students in their choice of an educational service. Due to the complexity of the model this research focused on specific components within the theoretical model.

In regards to the choice of an education service, the majority of students in this study felt they did engage in an active search for information. Those students who were classified as being in the first year of their current program of studies engaged in more active search than any other year with the involvement in active search declining through second, third and fourth year. As was noted under Problem 2: Search Stage, this is consistent with other research. It appears that as the student becomes more familiar with the educational service the degree of active search declines.

The mean for the number of sources utilized was found to be between four and five. The most used source of information was their fellow consumers of educational services; namely other university students. They were also considered to be the most important source. Other well used sources were identified as university faculty, printed material from the university, parents/spouse, and friends.

The average number of evaluative criteria utilized by the student in the evaluation of the particular educational service was between six and nine, providing for an evaluation criteria use which does not follow the general pattern but is consistent with usage in high involvement decisions (Engel et al., 1978, p. 369; Engel & Blackwell, 1982, p. 418; Fishbein, 1975, pp. 3-16). The number of evaluative criteria used did not differ significantly by year of enrollment for either college. Evaluative criteria use was not consistent across the Colleges. Some criteria tended to be more service specific. The top criteria in terms of total college use were the College program and previous investment in the program. In a

consideration of the "top ten" criteria four other criteria made both lists but with different user rates, these being: location; job availability; basic cost; and social life of the university. Other criteria used most by home economics students included: range of career options; friends attending; college size; and college students friendly. Other criteria for education included: friends in the city; availability of financial aid; salary of jobs; and the academic reputation of the university.

In regard to the controversy over whether or not it is necessary to introduce a separate measure of attribute importance (Engel et al., 1978, p. 376), the students were asked to rank the criteria they considered most important. The first five placements in terms of usage were the same as the first five placements in terms of most important and in the same order. The findings from this study did not support the usage of a separate measure of attribute importance.

In no instances did any of the students feel that someone else had made the decision for them. The majority of the respondents (over 75%) in both colleges indicated that the decision to attend for the current year had been a personal one and the remainder indicated that the decision had been made jointly. With the consumption of this service, while the majority were satisfied, there was a range in degree of satisfaction experienced by the consumers.

Summary

Both colleges are still drawing primarily from the traditional student sector. The majority of students were single, and under 25

years of age. Neither college appears to be making great strides in increasing male enrollment. Both colleges are drawing more students from within a 39 kilometer or 24 mile radius than any other distance classification. However, in the College of Home Economics, it was closely followed by the 240-559 kilometer or 150-348 mile classification.

Contrary to popular belief, the College of Home Economics did not draw its students primarily from rural areas. Rather, the largest percentage of its students came from population centers of 100,000 plus. This was also the case for the College of Education. The largest percentage of students in both colleges did, however, attend small high schools.

Most students were existing on incomes which were considered below the low income cut-off line for a single person in a city the size of Saskatoon, as established by Statistics Canada and these are considered to be poverty lines by The National Council of Welfare (National Council of Welfare, 1984). Approximately two-thirds of the students were receiving some parental assistance, and parents were the largest supplier of funding for students in both colleges.

A larger percentage of students in Home Economics first considered their choice of career after they left high school compared to those students in the College of Education. All students made the decision to attend either on their own or else it was made jointly. No students felt that someone else had made the decision for them.

More first year students searched for information with the degree of search declining with the year of enrollment. University

students were the most used source of information for both colleges. The results from this portion of the study point out the need for the university to keep its own students cognizant of the current and prospective program offerings for they were the most utilized source of information for both colleges.

The source of parents/spouse was the second most used source for the College of Education and fourth most used by the College of Home Economics, and the use of printed material from the university placed third for both colleges. The use by students of these two sources of information coupled with the fact that parents were supplying some funding to approximately two-thirds of the students should be of interest to university personnel who plan for and disseminate institutional information. Further research is needed to determine what type of information is gleaned from these sources.

The evaluative criteria usage for each year of enrollment followed the pattern of usage which has been found to exist for high involvement decisions. The most used evaluative criteria were the college program and previous investment in the program.

First year students had the lowest percentage of satisfied students for all three time periods in Home Economics and for the beginning and middle of the term in Education. The College of Education first year students were ending the year with the largest percentage of satisfied students in the College of Education.

CHAPTER VII

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Problem 1: Characteristics of Today's Student

Findings indicated that both Colleges were drawing students primarily from the traditional student sector with respect to entering university immediately following high school. With respect to the viewpoint that the age distribution of university students is changing (Centra, 1980, p. 38; Darling, 1980, p. 48; Nielson, 1980, p. 22; Packer, 1978, p. 54; Stark & Griffith, 1979, p. 87; Pomazel, 1980, p. 126) the College of Education was more successful in attracting mature students in that it had both a larger age range and a larger percentage of students over the age of 24 who were enrolled as full-time students. Further research is needed to determine why this pattern exists. Possible reasons include: students are forced back to update their qualifications in order to remain certified to teach; employers of teachers may provide paid educational leave; greater visibility of teaching as a career and therefore a more likely choice for someone who is changing careers; and classes are offered at more accessible times for mature students, especially ones with families. Both colleges may be losing a potential source of strength and experience by not researching and/or accommodating the mature student. As this study involved only full-time university students, further research is required to determine if the part-time student group includes a larger percentage of mature students.

With regard to student funding, approximately two-thirds of the students were receiving some parental assistance. Parents were also the largest supplier of funding for students in both colleges. Perhaps it is not a myth but a reality that it is only the children of the relatively affluent, or the children of parents who are willing to invest at least part of their discretionary income in their children's education who can afford to attend university.

Students in both Colleges did not appear to be affluent. The majority of students were existing on incomes which were considered below the low income cut-off line, and therefore in "straightened circumstances" (Statistics Canada, 1981, pp. 31-32). With parents already providing the largest share of funding, other sources of funding need to be explored. One source that was utilized, that of savings, needs further study to determine the period of time over which the savings were accumulated. Perhaps some students are finding it necessary to work for a year or two prior to attending. Others may find it necessary to interrupt their program and work for a period of time in order to finance their education. Many students were not employed between university sessions, with 43% of the home economics students and 55% of the education students not obtaining any funding from summer employment. This points to the need for more summer job creation programs for university students. Although both provincial and federal governments are involved in such programs the degree of involvement appears to be strikingly inadequate. Another potential source of funding which also needs to be reconsidered by government is that of the Government Student Loan. This source was utilized by 26%

of the education students accounting for only 10.5% of the total funding of the students in the College of Education. In the College of Home Economics it was utilized by 16% of the students, accounting for only 6.2% of the total funding of the students.

Only a small number of students obtained employment at the University of Saskatchewan while attending university. Given the current financial position of the university, unless additional external funding is obtained, it is unlikely that any further funding could be diverted toward increasing undergraduate employment opportunities. Perhaps it is time for both the College of Education and the College of Home Economics to consider introducing a work-study program. Both Colleges should also consider searching for additional scholarship and bursary money for their undergraduates. Professional groups could become more actively involved in providing support for worthy students. The Canadian Home Economics Association, for example, is currently only awarding scholarships for graduate study.

The College of Home Economics drew its largest group of students (35%) from population centers of 100,000 plus. For the College of Home Economics this was in direct opposition to the popular belief that students in the College were primarily from rural areas. Further research to determine when the shift occurred would be of interest to the College.

Perhaps it is not a myth but a reality that only the children of the relatively affluent are attending university, for eight out of ten students in both Colleges classified their parents' social class as middle class or above. Further research with individuals who

considered attending but did not do so is needed to determine if cost as an evaluative criterion was a determining factor in this decision.

It appears that students were not maintaining the second language of their parents unless they were French speaking. German and Ukrainian usage has decreased by half whereas the use of French has experienced a major increase. This would be attibuted primarily to the consumption of secondary educational services. It appears that despite Saskatchewan's multi-lingual stance, for secondary education at least, the most used second language option is French.

For both Colleges, mothers of students were more educated than fathers of students, with a larger percentage of mothers having a minimum of some postsecondary education. The largest occupational classification for fathers in both Colleges was the farming related classification; for mothers, the non-wage earner classification.

As to when students first considered the career possibilities of their College, 41.1% of the students in the College of Home Economics compared to 27.8% of the students in the College of Education did not consider the career until after leaving high school. The College of Home Economics needs to examine its promotional strategy in relation to the high school students and should consider making further use of both its alumni and current students with respect to promoting the College.

Problem 2: Search Stage

In both colleges the first year students used more sources of information and engaged more actively in search than any other year.

Although the search for information declines from first through fourth year, universities must not use this information to justify focusing exclusively on providing information to incoming first year students. Given that the majority of students, regardless of their year of enrollment, had been actively involved in a search for information regarding their decision to attend for that year, and the finding that university students were the most used source of information, universities must be prepared to keep enrolled students well informed. Efforts to help students become both informed users and informed disseminators of information may be the best way to assure informed, more satisfied consumers of university programs.

Now that the sources of information which are utilized by students have been identified further research is required to identify patterns of usage. The use of university students as a source of information requires further research to determine whether or not the students, used as a source of information, were service specific (other students registered in the same college). University faculty as a source of information were used by a larger percentage of students in the College of Home Economics. This differing user pattern needs to be examined to determine if this is attributable to specific factors such as college size, composition of the faculty or organizational structure.

Based on the finding that parents as a source of information ranked second for Education students and fourth for Home Economics students the university should consider disseminating up to date and accurate information to the parents of both current and prospective

students. Further research is required to determine the specific information which parents provide. It would appear from this study that information regarding cost might be one type of information that parents would provide, given that cost as an evaluative criterion placed third in terms of usage by the students in the College of Education and eighth in the College of Home Economics. This is supported by the finding that parents of students in both Colleges provided some funding to approximately two-thirds of the students and were also the largest suppliers of funding. This, coupled with the knowledge that it may be the perceived cost and not the actual cost which keeps potential students from becoming consumers of the service (Nelson, 1983; Wagner, 1981) makes it important to consider both parents as a source of information and the criterion of cost as areas requiring further research.

Further research is also required to determine the type of information sought from the printed material published by the university. After this has been determined, the university is urged to examine its present publications to ensure that this information is in fact incorporated in its printed materials, that it is accurate and that it is written in an understandable manner. The auditing of college publications is supported by Dominik (Dominik et al., 1980) and Stark and Marchese (1978).

It also appears that the use of high school personnel may have extended beyond being a source of general career information. They provided for the Education students both role models for, and information specific to, the career they are engaged in. Further research is

needed to determine if in fact this is the type of information they are obtaining from this source. This coupled with the finding that more College of Education students were first considering their career during high school would suggest that the College of Home Economics should consider opportunities to expose high school students to professionals who are currently active in the field of home economics. The use of professionals who are alumni to make personal contact with prospective applicants is supported by Habben and Stewart (1980, p. 911), Mudie (1978, p. 16) and Turner (1978, p. 34). Further research with the high usage sources which were identified is now required to determine the type of information obtained from each source.

Problem 3: Evaluation Stage

As the number of evaluative criteria used did not differ significantly by year of enrollment for either college and the use of a relatively large number of evaluative criteria is usual in high involvement decision (Engel & Blackwell, 1982, p. 418) this supports the contention that the decision to become a consumer of an educational service is a high involvement decision (Engel & Blackwell, 1982, p. 418) for each year is supported.

A further study of evaluative criteria most used and considered most important is recommended to determine the depth of meaning of the evaluative criteria of college program, previous investment in the program, location, job availability, range of career options, and basic cost have for the students.

With the college program ranking in first place for evaluative criteria usage the University of Saskatchewan needs to ascertain exactly what information students wish to have regarding the college program. Further research which could culminate in the production of an information packge on "Everything you ever wanted to know about the College program in . . . ." is needed.

With the use of the criterion of previous investment in the program increasing from second through fourth year for both colleges it would seem to be an area worth further study to determine, for example, whether or not taking a number of first year university classes off campus would also support this pattern.

Problem 4: Choice Stage

Based on the results of this study it would appear that students are actively involved in the decision to become consumers of post-secondary educational services. There were no students in the study who felt that someone else had made the decision that they should attend. Slightly over 75% of the students made the decision entirely on their own while the remainder of the students made the decision jointly. This finding is consistent with what one would expect in regard to making decisions which are found to be high involvement decisions.

Problem 5: Outcome Stage

With the consumption of this service there was a wide range in degree of satisfaction experienced by the consumers. Further research

is required to examine more closely the degree of satisfaction that students are experiencing. Some questions that should be considered include the following: Do the students who are not satisfied with their decision have any characteristics in common across all years of enrollment? For example, are these students using different sources of information, different evaluative criteria, experiencing unique difficulties? How do these students engage in dissonance resolution?

Further research is needed to explore the difference in satisfaction between the first year students in the two Colleges at the end of the term. The first year students in the College of Home Economics were the most dissatisfied group at the end of the academic year, while the College of Education students were the most satisfied group in their College at the end of the academic year. One notable difference in the two programs at this time was the College of Education's compulsory first year class, Educ. 100.6, which is a general introductory class with an in-school experience component. The College of Home Economics will be offering an introductory course HEFCS 100.3 beginning in the fall of 1984, without the field experience component. Further research is needed at the end of the 1984-85 academic year to determine if such a course can influence the degree of satisfaction with the program.

Problem 6: Application in the Service Sector

The EKB model, though useful in the examination of the questions posed in this study, does not provide for adequate flexibility to analyse the interaction patterns of joint decision making. One or

more parallel structures which could be superimposed with allowances for interactions between the parallel structures with joint "collectors" at each stage would be amenable for this type of analysis. With the findings of this study indicating that approximately 25% of the students made the decision jointly, such a modification would provide direction for further research in the area.

Recommendations

The results from this study have several implications for the postsecondary education, including practical suggestions for improving both the student-institutional exchange relationship as well as the quality of life of the student. These recommendations are:

1. That, with the majority of students existing on incomes which were considered to be below the poverty line, further efforts should be directed toward making available to students both a wider range of options regarding the financing of a university education and increased opportunities to obtain funding from options currently in place but available to only a limited number of students. The following options may be considered:

    1.1 Given that 43.5% of the College of Home Economics students and 55.6% of the College of Education students did not receive any funding from employment between university sessions, the governments both federal and provincial should be pressed to expand their job creation programs for summer employment for university students and that the private sector also be approached regarding the provision

of summer employment.

1.2 Given that government student loans provided 6.2% of the total funding for the students in the College of Home Economics and 10.5% of the total funding for the students in the College of Education, the criteria for eligibility and support levels for the government student loan be reviewed.

1.3 Given that scholarships, fellowships or bursaries provided 5.6% of the total funding for students in the College of Home Economics and 4.6% of the total funding for students in the College of Education, the Colleges attempt to obtain more funding for their students via this source. In particular the professional associations should be encouraged to become more active in the provision of scholarships, bursaries and loans for undergraduates.

2. That both colleges consider ways to provide information to students via the general word-of-mouth information sources that are most used by the students. The following may be considered:

2.1 For the College of Education, high school personnel are used as a source of information by 73.8% of the first year students. The college needs to actively maintain this link and keep high school cognizant particularly of information relating to the criteria seen as important by first year students.

2.2 The College of Home Economics needs to increase efforts to better inform high school personnel of the nature and scope

of the college program, the availability of jobs and range of career options for graduates.

2.3 The College of Home Economics development opportunities to expose high school students to professionals who are currently active in the field of home economics so that potential students have the same opportunity to review information from role models as do potential students in the field of education.

2.4 Both colleges should consider directing promotional activities to the parents of current and prospective students.

2.5 That the university ensure that the students who are currently enrolled are well informed about the college programs and university life in general as the students themselves are the most used information source.

3. That the university undertake an audit of its publications to ensure that information is included relating to the criteria considered to be important for the College of Home Economics and Education, and make revisions as required.

4. That the colleges in their promotional activites stress the evaluative criteria that were found to be the most salient. For both colleges these criteria included the college programs, previous investment in the program, location, and job availability. For the College of Home Economics the range of career options should also be stressed and for the College of Education the basic cost of attending. The promotional

activities of both colleges directed toward potential first years should stress the location with the College of Education also providing information on the social life of the university. The promotion activities of both colleges directed at second through fourth years should stress the student's previous investment in the program.

5. That the College of Home Economics incorporate in its promotion strategy a means of reaching students who have completed grade 12. This strategy could include such activities as yearly direct mailings to those who have just completed grade 12 and actively recruiting on the university campus.

A number of areas requiring further research have also been identified. Recommendations are:

1. That further research be undertaken to examine the decision-making process of those who considered the service but chose not to be consumers.
2. That the decision-making process of part-time students be examined.
3. That the EKB model be revised to specifically incorporate a joint decision-making process.
4. That further research be conducted to determine if students of all socio-economic levels are attending university. The students in this study did not appear to be affluent with the majority of students living below the poverty line. However, further research is in order to determine if lower socio-economic groups are represented given that parents were

providing 28-31% of the students' total funding; that 74% of the students had a father in occupations that were farming related, professional/management related or self-employed, all of which have the potential for higher incomes; and that 80-81% of the students classified their parents as middle class or above middle class.

5. That further research be undertaken to identify patterns of usage of the information sources of university students, university faculty, printed material from the university, parents/spouse and friends to determine whether or not each source of information provides information specific to that source.
6. That further research be undertaken on the evaluative criteria identified as most used such as college program, previous investment in the program, location, job availability, range of career options and basic cost, to determine the depth of meaning these criteria have for students.
7. That further study in regards to satisfaction be undertaken to examine more closely the degree of satisfaction that students are experiencing, and the understanding that students have regarding dissonance resolution.

The decision to engage in a specific exchange process is an important decision, for the student is faced with a vast array of educational opportunities, and the costs in both human and non-human currency which are associated with inappropriate choices are borne by both the student and the university. This study provided base line

data which can be utilized by the College of Home Economics and the College of Education in policy development and planning with respect to improving both the student-institutional exchange relationship and the quality of life of the student. With the direction provided by this study the colleges will also be able to provide the type of information which students find most valuable when making the decision to attend.

The study also provides direction for further research particularly with regard to the specific type of information which students are obtaining from each source. Further study is required regarding the depth of meaning that the evaluative criteria have for the students and more extensive study into the degree of satisfaction the students are experiencing is indicated.

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APPENDIX I

Questionnaire

CHOICE OF POSTSECONDARY EDUCATION

1981-1982

PLEASE ANSWER ALL QUESTIONS THAT APPLY TO YOU.
READ EACH QUESTION CAREFULLY AND FULLY.
ALL INFORMATION WILL BE CONSIDERED CONFIDENTIAL.

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6 1. In what college are you currently registered?

- ☐ 1 Arts and Science
- ☐ 2 Education
- ☐ 3 Graduate Studies and Research
- ☐ 4 Home Economics
- ☐ 5 Part-time student, not registered in any college
- ☐ 6 Other, please specify _____

7 2. Which best describes the current year of your program?

- ☐ 1 First year
- ☐ 2 Second year
- ☐ 3 Third year
- ☐ 4 Fourth, but nongraduating year
- ☐ 5 Fourth and graduating year (will receive degree in 1982)
- ☐ 6 After degree program, nongraduating year
- ☐ 7 After degree program, graduating year (will receive degree in 1982)
- ☐ 8 Other, please specify _____

8 3. What degree are you currently seeking?

- ☐ 1 Bachelor's degree (BEd, BSHEc, BA,etc.)
- ☐ 2 Master's degree
- ☐ 3 Diploma - postgraduate
- ☐ 4 No degree at this time
- ☐ 5 Other, please specify _____

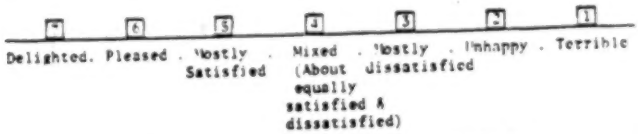
4. Which of the following factors were important considerations when you made your decision to attend this college for the 1981-1982 academic year? (Check factors that were important for this year only, do not check factors that were important for previous years unless they were also important for this year.)

- ☐ 1 Housing facilities on campus
- ☐ 2 Basic cost of attending
- ☐ 3 Availability of financial aid (loans, scholarships etc.)
- ☐ 4 Number and variety of courses offered
- ☐ 5 Convenience of times courses were offered
- ☐ 6 Child care arrangements
- ☐ 7 Academic reputation of the university
- ☐ 8 Teaching reputation of the faculty
- ☐ 9 Your previous investment in your program (time, money,etc.)
- ☐ 10 Individual assistance available from the faculty
- ☐ 11 Social life of the university
- ☐ 12 Location of the university
- ☐ 13 Availability of jobs after graduation
- ☐ 14 Job placement services available
- ☐ 15 Salary of jobs after graduation
- ☐ 16 Fringe benefits of jobs after graduation
- ☐ 17 Athletic facilities on campus
- ☐ 18 Entertainment facilities on campus
- ☐ 19 Student health services on campus
- ☐ 20 Counseling services on campus
- ☐ 21 Extracurricular athletic program
- ☐ 22 Extracurricular social activities
- ☐ 23 Size of the college (number of students and faculty)
- ☐ 24 Class size (number of students per course)
- ☐ 25 Personal interest displayed by faculty
- ☐ 26 College students friendly
- ☐ 27 Boyfriend/girlfriend/fiance attending this university
- ☐ 28 Boyfriend/girlfriend/fiance living in the city
- ☐ 29 Spouse/common-law partner attending this university
- ☐ 30 Spouse/common-law partner living in the city
- ☐ 31 Friends attending this university
- ☐ 32 Friends living in the city
- ☐ 33 Relatives attending this university
- ☐ 34 Relatives living in the city
- ☐ 35 College offered program desired
- ☐ 36 Range of career options available to graduates of this college
- ☐ 37 Other, please specify _____
- ☐ 38 _____
- ☐ 39 _____

5. From the list in question 4 what factors did you consider to be the most important to you when you made your decision to attend for the 1981-1982 academic year? (Consider up to 5 factors.)

The most important factor was number ____.
The second most important factor was number ____.
The third most important factor was number ____.
The fourth most important factor was number ____.
The fifth most important factor was number ____.

6. For the factors you listed as most important in question 5 please select the response from the following scale which best describes how you feel.



56 For the factor I considered most important I now feel ___.
59 For the factor I considered second most important I now feel ___.
60 For the factor I considered third most important I now feel ___.
61 For the factor I considered fourth most important I now feel ___.
62 For the factor I considered fifth most important I now feel ___.

7. Continue using the above scale to indicate how you felt and are now feeling about your decision to attend this college.

In October, 1981 when I thought about my decision
63 to attend this college I felt ..... ___.
In December 1981 when I thought about my decision
64 to attend this college I felt ..... ___.
At the present time when I think about my decision
65 to attend this college I feel ..... ___.

8. For the factors you listed as most important in question 5, how would you now rate the quality of information that you used regarding each factor. Please use the following scale for your ratings.

1 Excellent
2 Good
3 Fair
4 Poor
5 Awful
6 Not applicable

66 For my most important factor the quality of information was ___.
67 For my second most important factor the quality of information was ___.
68 For my third most important factor the quality of information was ___.
69 For my fourth most important factor the quality of information was ___.
70 For my fifth most important factor the quality of information was ___.

9. From the list of factors given in question number 4 what factors do you now feel should have been the most important to consider when making your decision to attend for the 1981-1982 academic year? Please respond even if these remain the same as those you listed for question number 5.

The most important factor should have been number ___.
71 72 The second most important factor should have been number ___.
73 74 The third most important factor should have been number ___.
75 76 The fourth most important factor should have been number ___.
77 78 The fifth most important factor should have been number ___.
79 80

6 10. How active were you in your search for information regarding your decision to attend for the 1981-1982 academic year? (Please check the most appropriate response.)

- ☐ 1 I was very actively involved in searching for information
- ☐ 2 I was actively involved in searching for information
- ☐ 3 I was somewhat involved in searching for information
- ☐ 4 I was involved very little in searching for information
- ☐ 5 I did not search for information

11. Did you obtain information from any of the following sources when making your decision to attend for the 1981-1982 academic year? (Please check the sources that you used.)

7 ☐ 1 Parents/guardians, spouse/common-law partner
8 ☐ 2 Relatives, other than parents or spouse
9 ☐ 3 Newspapers
10 ☐ 4 University students
11 ☐ 5 Organized visit to the U of S (school tours, participant in track and field, drama, etc.)
12 ☐ 6 Chance visit to the U of S (medical attention, spectator at sports, drama, etc.)
13 ☐ 7 Radio
14 ☐ 8 College faculty
15 ☐ 9 University personnel, other than faculty
16 ☐ 10 High school personnel
17 ☐ 11 University advertising
18 ☐ 12 Television
19 ☐ 13 Recent university graduates
20 ☐ 14 Well established university graduates
21 ☐ 15 Printed material obtained from the U of S
22 ☐ 16 Audio-visual material obtained from the U of S
23 ☐ 17 Books
24 ☐ 18 Friends
25 ☐ 19 Movies
26 ☐ 20 Clergy
27 ☐ 21 Magazines
28 ☐ 22 Professional journals
29 ☐ 23 Career days
30 ☐ 24 Employer
31 ☐ 25 Other, please specify _____
32 ☐ 26 _____
33 ☐ 27 _____

12. From the list of sources in question 11 please indicate the most important sources of information you used when making your decision to attend the 1981-1982 academic year?

34 35 The most important source of information was number ___.
36 37 The second most important source of information was number ___.
38 39 The third most important source of information was number ___.
40 41 The fourth most important source of information was number ___.
42 43 The fifth most important source of information was number ___.

13. Did any of the following events occur <u>unexpectedly</u> during the 1981-1982 academic year? (Please check as many as apply to your life during this time period.)

44 ☐ 1 Separation or divorce - self
45 ☐ 2 Separation or divorce - immediate family
46 ☐ 3 Separation or divorce - close friend
47 ☐ 4 Marriage - self
48 ☐ 5 Marriage - immediate family
49 ☐ 6 Marriage - close friend
50 ☐ 7 Engagement - self
51 ☐ 8 Engagement - immediate family
52 ☐ 9 Engagement - close friend
53 ☐ 10 Broken engagement - self
54 ☐ 11 Broken engagement - immediate family
55 ☐ 12 Broken engagement - close friend
56 ☐ 13 Death in the family
57 ☐ 14 Death of a close friend
58 ☐ 15 Ill health - self
59 ☐ 16 Ill health - immediate family
60 ☐ 17 Ill health - close friend
61 ☐ 18 Problem with living arrangements
62 ☐ 19 Problem with transportation
63 ☐ 20 Spouse/common-law partner lost job or was transferred
64 ☐ 21 Girlfriend/boyfriend/fiance lost job or was transferred
65 ☐ 22 Major disagreement with spouse/common-law partner
66 ☐ 23 Major disagreement with boyfriend/girlfriend/fiance
67 ☐ 24 Major disagreement with faculty
68 ☐ 25 Financial problems
69 ☐ 26 Change in religious life
70 ☐ 27 Change in eating habits
71 ☐ 28 Change in sleeping habits
72 ☐ 29 Change in social habits
73 ☐ 30 Change in study habits
74 ☐ 31 Grades poorer than expected
75 ☐ 32 Pregnancy - self
76 ☐ 33 Pregnancy - immediate family
77 ☐ 34 Pregnancy - close friend
78 ☐ 35 Other, please specify _____
79 ☐ 36 _____

80 14. Did you apply to other universities for the 1981-1982 academic year?

☐ 1 No (Go to question 17)
☐ 2 Yes, but this university was my first choice
☐ 3 Yes, and this university was not my first choice

15. If you applied to more than one university, and the University of Saskatchewan was not your first choice, why did you not attend your first choice university? (Check as many as apply.)

- ☐ 1 Lack of high school prerequisites
- ☐ 2 Academic standing insufficient for entry
- ☐ 3 Location of the university
- ☐ 4 Changed my mind as to program desired
- ☐ 5 Not financially possible at this time
- ☐ 6 Family advised against it
- ☐ 7 Friends advised against it
- ☐ 8 Did not know anyone there
- ☐ 9 Application was rejected
- ☐ 10 Quota for program was filled for 1981-1982
- ☐ 11 Other, please specify _____

16. If this university was not your first choice, do you intend to transfer or register at your first choice at some later date?

- ☐ 1 No
- ☐ 2 Maybe
- ☐ 3 Yes

17. When did you first consider the career possibilities this college might prepare you for?

- ☐ 1 Prior to grade 9
- ☐ 2 During grades 9-10
- ☐ 3 During grade 11
- ☐ 4 During grade 12
- ☐ 5 After leaving high school

18. Did you apply to more than one college at the University of Saskatchewan for the 1981-82 academic year?

- ☐ 1 No (Go to question 20)
- ☐ 2 Yes, but this was my first choice
- ☐ 3 Yes, and this was not my first choice

19. If you applied to more than one college at the University of Saskatchewan, and this college was not your first choice, why did you not attend your first choice college? (Check as many as apply.)

- ☐ 1 Lack of high school prerequisites
- ☐ 2 Academic standing insufficient for entry
- ☐ 3 Changed mind as to program desired
- ☐ 4 Not financially possible at this time
- ☐ 5 Family advised against it
- ☐ 6 Friends advised against it
- ☐ 7 Did not know anyone registered in my first choice college
- ☐ 8 Application was rejected
- ☐ 9 Quota for program was filled for 1981-1982
- ☐ 0 Other, please specify _____

90 20. How many courses are you taking during the current academic year (from September 1981 to April 1982)? (Count 2 half courses as 1 full course.)

- ☐ 1 Less than 3 full courses
- ☐ 2 3 - 5 full courses
- ☐ 3 Over 5 full courses

91 21. What is your age?

- ☐ 1 Under 18
- ☐ 2 18 - 20
- ☐ 3 21 - 24
- ☐ 4 25 - 34
- ☐ 5 35 - 44
- ☐ 6 45 - 54
- ☐ 7 55 or over

92 22. What is your sex?

- ☐ 1 Male
- ☐ 2 Female

93 23. What is your marital status

- ☐ 1 Single
- ☐ 2 Married/common-law
- ☐ 3 Separated, divorced, widowed

94 24. What is your citizenship status?

- ☐ 1 Canadian citizen
- ☐ 2 Permanent resident (landed immigrant)
- ☐ 3 Student visitor (student visa)

95 25. When did you complete grade 12 (senior matriculation)?

- ☐ 1 Did not complete grade 12
- ☐ 2 Prior to 1950
- ☐ 3 1950 to 1954
- ☐ 4 1955 to 1959
- ☐ 5 1960 to 1964
- ☐ 6 1965 to 1969
- ☐ 7 1970 to 1974
- ☐ 8 1975 to 1979
- ☐ 9 1980
- ☐ 0 1981

26. What was your approximate grade 12 (senior matriculation) average?

- ☐1 did not complete grade 12
- ☐2 50 to 59%
- ☐3 60 to 69%
- ☐4 70 to 79%
- ☐5 80 to 89%
- ☐6 90 to 95%
- ☐7 over 95%

27. Did you attend university during 1980-81?

- ☐1 yes
- ☐2 no

28. What was your approximate university average prior to this term?

- ☐1 have not attended university before
- ☐2 50 to 59%
- ☐3 60 to 69%
- ☐4 70 to 79%
- ☐5 80 to 89%
- ☐6 90 to 95%
- ☐7 over 95%

29. Which of the following best describes the size of the high school you attended when completing grade 12 or the senior matriculation equivalent if you are from outside Saskatchewan?

- ☐1 Under 299 students
- ☐2 300 to 599 students
- ☐3 600 to 999 students
- ☐4 1,000 or more students
- ☐5 Did not complete grade 12
- ☐6 Did not attend high school for grade 12, completed by correspondence
- ☐7 Other, please specify _____

30. Which best describes the area where you lived while attending secondary school?

- ☐1 A rural area or population centre under 250
- ☐2 A population centre 250 to 999
- ☐3 A population centre 1,000 to 4,999
- ☐4 A population centre 5,000 to 9,999
- ☐5 A population centre 10,000 to 24,999
- ☐6 A population centre 25,000 to 99,999
- ☐7 A population centre 100,000 or over

41 31. How far from the university is your permanent residence?

- ☐1 0 to 39 kilometers (0 to 24 miles)
- ☐2 40 to 119 kilometers (25 to 74 miles)
- ☐3 120 to 239 kilometers (75 to 149 miles)
- ☐4 240 to 559 kilometers (150 to 349 miles)
- ☐5 560 kilometers or over (350 miles or over)

42 32. While attending for this academic year, which best describes your responsibilities for child care?

- ☐1 No responsibility
- ☐2 Very little responsibility
- ☐3 Share responsibility equally with others
- ☐4 Assume most responsibility
- ☐5 Assume full responsibility
- ☐6 Not applicable

43 44 33. How many dependent children do you have? _____

45 46 34. How many brothers and sisters do you have? _____

47 48 35. How many brothers and sisters do you have that have attended or are presently attending university? _____

49 36. In what type of accommodation do you currently reside?

- ☐1 My parent's (s') home
- ☐2 U of S residence providing room and board
- ☐3 Other accommodation providing room and board
- ☐4 U of S owned rental unit which is self-contained (it includes a kitchen and bath not shared with neighbors)
- ☐5 Other self-contained rental unit (house, apartment etc. that includes a kitchen and bath not shared with neighbors)
- ☐6 Rental unit which is not self-contained (share a kitchen and/or a bathroom with one or more neighbors e.g. room or rooms within a house in which you do your own cooking)
- ☐7 Your own property (house, condominium etc. owned totally by yourself or in partnership with others)

50 37. Do other university students share your living accommodation?

- ☐1 Yes
- ☐2 No

51 38. While attending university for this academic year, which of the following best describes your responsibilities for homemaking (food preparation, housekeeping, etc.)?

- ☐ 1 No responsibility
- ☐ 2 Very little responsibility
- ☐ 3 Share responsibility equally with others
- ☐ 4 Assume most responsibility
- ☐ 5 Assume full responsibility

52 39. In what social class would you place your parents?

- ☐ 1 Upper-Upper
- ☐ 2 Upper
- ☐ 3 Upper-middle
- ☐ 4 Middle
- ☐ 5 Lower-middle
- ☐ 6 Lower
- ☐ 7 Lower-lower
- ☐ 8 Do not know where to place them
- ☐ 9 Do not believe social classes exist
- ☐ 0 Other, please specify _____

53 40. In what social class could you place the graduates of this college?

- ☐ 1 Upper-upper
- ☐ 2 Upper
- ☐ 3 Upper-middle
- ☐ 4 Middle
- ☐ 5 Lower-middle
- ☐ 6 Lower
- ☐ 7 Lower-lower
- ☐ 8 Do not know where to place them
- ☐ 9 Do not believe social classes exist
- ☐ 0 Other, please specify _____

54 55 41. What was your approximate gross income (total income before taxes and deductions) for 1981? (Please include spouse's income if applicable.)

- ☐ 1 $4,999 or under
- ☐ 2 $5,000 to $6,999
- ☐ 3 $7,000 to $9,999
- ☐ 4 $10,000 to $12,999
- ☐ 5 $13,000 to $15,999
- ☐ 6 $16,000 to $19,999
- ☐ 7 $20,000 to $23,999
- ☐ 8 $24,000 to $27,999
- ☐ 9 $28,000 to $32,999
- ☐ 10 $33,000 to $37,999
- ☐ 11 $38,000 to $44,999
- ☐ 12 $50,000 or over

42. For all your living and educational expenses for the current academic year, what percentage of this funding comes from each of the following? (Please estimate to the closest 5% i.e. 15%; 30%; 5%; and make sure the estimates total to 100%.)

56 57 _____ % Savings

58 59 _____ % Employment at the U of S while attending university

60 61 _____ % Employment outside the U of S while attending university

62 63 _____ % Employment between university sessions

64 65 _____ % Employer grants and loans

66 67 _____ % Spouse

68 69 _____ % Parents, guardians

70 71 _____ % Other relatives or friends

72 73 _____ % Government Student Loan

74 75 _____ % Bank loan or loan from other lending institutions, excluding Government Student Loans

76 77 _____ % Scholarship, fellowship or bursary

78 79 _____ % Other, please specify _____

100 %= TOTAL

43. Listed at the end of this question are a number of categories of education which are to be used to indicate the approximate level of education of your parents and spouse. When these categories do not directly apply, such as when educated outside the province, please estimate the equivalent level and check the most appropriate response.

6 - What was the highest level of education attained by your father? ___

8 9 What was the highest level of education attained by your mother? ___

10 11 What was the highest level of education attained by your spouse? (or common-law partner) ___

Categories:

1 Grade 6 or less
2 Grade 7 to 9
3 Grade 10 or higher but did not complete grade 12
4 Grade 12
5 Some non-university postsecondary education
6 Completed non-university postsecondary program
7 Some university education
8 Completed university diploma/degree
9 Some university post-graduate education
10 Completed university post-graduate diploma/degree
11 Do not know
12 Question not applicable to me

12 13 44. Who made the decision that you attend university for the 1981-82 academic year? (Please check the most correct response.)

☐ 1 I made the decision by myself

OR

The decision was made jointly with my:

☐ 2 Spouse or common-law partner
☐ 3 Boy/girlfriend or finance
☐ 4 Mother
☐ 5 Father
☐ 6 Parents
☐ 7 Relatives, other than parents
☐ 8 Friend or friends
☐ 9 Employer
☐ 10 Other, please specify _____

OR

The decision was not made by me, but by my:

☐ 11 Spouse or common-law partner
☐ 12 Boy/girlfriend or finance
☐ 13 Mother
☐ 14 Father
☐ 15 Parents
☐ 16 Relatives, other than parents
☐ 17 Friend or friends
☐ 18 Employer
☐ 19 Other, please specify _____

14 45. Occasionally students are uncertain as to whether or not they have made a correct decision to attend a specific college. What in your opinion might students do to clarify whether or not they have made a correct decision with respect to college choice?

☐ 1 There is nothing they can do
☐ 2 Not sure
☐ 3 There is something they can do. They can:

3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
0 _____

15 46. Within the college in which you are currently registered please check the area you are intending to specialize or major in.

College of Home Economics:
- ☐ 1 Family and Consumer Studies
- ☐ 2 Foods and Nutrition
- ☐ 3 Other, please specify _____

College of Education:
- ☐ 4 Elementary
- ☐ 5 Secondary
- ☐ 6 Other, please specify _____

Other: _____
- ☐ 7 Not registered in Home Economics or Education, my area of specialization is _____

47. Use the following numbered responses to answer the questions below:
1 English
2 French
3 Ukrainian
4 German
5 Russian
6 Other, please specify the language when giving this response _____

What languages have been used in your parental home?

16 Usual language is ___

17 18 19 20 Other language(s) ___;___;___;___

What languages can you speak?

21 Most fluent in ___

22 23 24 25 Other language(s) ___;___;___;___

26 27 28 29 What languages can you read other than English? ___;___;___;___

30 48. What was your occupation prior to registering in this college?
- ☐ 1 Student (high school or university)
- ☐ 2 Occupation was/is _____

31 49. What is the occupation of your spouse or common-law partner?
- ☐ 1 Student
- ☐ 2 Occupation is _____
- ☐ 3 Not applicable

32 50. What is the occupation of your boyfriend/girlfriend/fiance?
- ☐ 1 Student
- ☐ 2 Occupation is _____
- ☐ 3 Not applicable

33 51. What is the occupation of your father?
- ☐ 1 Deceased, occupation was _____
- ☐ 2 Retired, occupation was _____
- ☐ 3 Occupation is _____

34 52. What is the occupation of your mother?
- ☐ 1 Deceased, occupation was _____
- ☐ 2 Retired, occupation was _____
- ☐ 3 Occupation is _____

APPENDIX 2

Rating Scales Including Delighted-Terrible Scale

FIGURE 1
Alternative Measures of Product/Service Satisfaction

Measure	Description
D-T Scale	How do you feel about____? I feel: [7] Delighted — [6] Pleased — [5] Mostly satisfied — [4] Mixed (about equally satisfied and dissatisfied) — [3] Mostly dissatisfied — [2] Unhappy — [1] Terrible [N] Neutral (neither satisfied nor dissatisfied) [0] I never thought about it
Percentage Scale	Overall, how satisfied have you been with this_____? 100% Completely Satisfied — 90 — 80 — 70 — 60 — 50 — 40 — 30 — 20 — 10 — 0% Not at all Satisfied
Need S-D	To what extent does this _____ meet your needs at this time? Extremely Well (7) : _____ : _____ : _____ : _____ : _____ : _____ (1) Extremely Poorly
Content Analytic	Coding of free responses to a series of unstructured questions[a] into the following categories: 1. Only unfavorable evaluations 2. Both favorable and unfavorable evaluations 3. Neither favorable nor unfavorable evaluations 4. Only favorable evaluations

[a]The questioning procedure consisted of a general, nondirective question on subjects' thoughts and feelings about the experiences of owning and using the product, followed by clarifying probes, and finally a specific open-ended followup question about any particular aspects of the product liked or disliked.

from Westbrook, R. A., A rating scale for measuring product/service satisfaction. Journal of Marketing, Fall 1980,44,p.69. Reprinted by permission of the American Marketing Association.

APPENDIX 3

Discriminant Analysis Summary Tables

Summary Table for Step-Wise Discriminant Analysis on Evaluative Criteria College of Home Economics

Step	Variable	Wilks' Lambda	Significance
1	Previous investment in the program	.804	<.0001
2	Location	.732	<.0001
3	Spouse/partner attending	.673	<.0001
4	Range of career options for graduates	.622	<.0001
5	Number and variety of courses	.586	<.0001
6	Spouse/partner living in city	.560	<.0001
7	Availability of financial aid	.536	<.0001
8	Teaching reputation of the faculty	.514	<.0001
9	Fringe benefits of jobs	.493	<.0001
10	Relatives attending	.472	<.0001
11	Academic reputation of the university	.452	<.0001
12	Social life of the university	.434	<.0001
13	Individual assistance available from faculty	.419	<.0001
14	Program	.404	<.0001
15	Job availability	.390	<.0001
16	Entertainment facilities on campus	.378	<.0001
17	Other	.367	<.0001
18	Friends living in city	.354	<.0001
19	Boy/girlfriend, fiance living in city	.343	<.0001
20	Relatives living in city	.333	<.0001
21	Convenience of times of courses	.324	<.0001
22	Child care arrangements	.314	<.0001
23	Students friendly	.304	<.0001
24	Athletic facilities on campus	.296	<.0001
25	Personal interest displayed by faculty	.288	<.0001

Summary Table for Step-Wise Discriminant Analysis on Sources of Information College of Education

Step	Variable	Wilks' Lambda	Significance
1	High school personnel	.572	.0001
2	Relatives	.536	.0001
3	Books	.520	.0001
4	Organized visit to the university	.507	.0001
5	Printed material from the university	.498	.0001
6	Journals	.489	.0001
7	College faculty	.481	.0001
8	University students	.474	.0001
9	Radio	.469	.0001
10	University advertising	.463	.0001
11	Spouse/Parents	.459	.0001
12	Other	.456	.0001
13	Chance visit to the university	.453	.0001
14	Career days	.450	.0001
15	Recent university graduates	.447	.0001
16	Newspapers	.444	.0001

Summary Table for Step-Wise Discriminant Analysis on Evaluative Criteria College of Education

Step	Variable	Wilks' Lambda	Significance
1	Previous investment in the program	.649	<.0001
2	Location	.610	<.0001
3	Job availability	.573	<.0001
4	Salary of jobs	.547	<.0001
5	Fringe benefits of jobs	.511	<.0001
6	Cost	.489	<.0001
7	Social life of the university	.469	<.0001
8	Program	.451	<.0001
9	Counseling services on campus	.439	<.0001
10	College size	.433	<.0001
11	Friends living in city	.427	<.0001
12	Relatives at this university	.421	<.0001
13	Academic reputation of the university	.415	<.0001
14	Housing facilities on campus	.409	<.0001
15	Number and variety of courses	.404	<.0001
16	Personal interest displayed by faculty	.399	<.0001
17	Spouse/partner living in city	.394	<.0001
18	Boy/girlfriend, fiance attending	.391	<.0001
19	Extra-curricular athletic program	.388	<.0001
20	Athletic facilities on campus	.385	<.0001
21	Child care arrangements	.382	<.0001
22	Availability of financial aid	.380	<.0001

APPENDIX 4

Spouse and Scholarship/Bursary as Sources of Funding:

College of Education

Frequency and Percentage Distribution of
Spouse as a Source of Income
by Year of Enrollment
College of Education

Percentage of Funding	Year									
	First Year		Second Year		Third Year		Fourth Year		Total Year	
	N	%	N	%	N	%	N	%	N	%
0%	142	97.9	161	92.0	89	92.7	87	88.8	479	93.2
5%	1	.7	1	.6	1	1.0	-		3	.6
10%	-		1	.6	1	1.0	-		2	.4
15%	-		-		-		-		-	
20%	-		-		-		-		-	
25%	-		4	2.3	-		-		4	.8
30%	-		1	.6	-		2	2.0	3	.6
35%	-		-		-		-		-	
40%	-		1	.6	-		3	3.1	4	.8
45%	-		-		-		-		-	
50%	-		-		4	4.2	3	3.1	7	1.4
55%	-		-		-		-		-	
60%	-		1	.6	-		-		1	.2
65%	-		-		-		-		-	
70%	1	.7	-		-		-		1	.2
75%	-		2	1.1	-		1	1.0	3	.6
80%	-		1	.6	-		-		1	.2
85%	-		-		-		-		-	
90%	-		-		1	1.0	-		1	.2
95%	1	.7	-		-		-		1	.2
100%	-		2	1.1	-		2	2.0	4	.8

$x^2 = 57.08$
Significance = .0308
(52/56 or 92.9% of the valid cells have an expected cell frequency of less than five)

Frequency and Percentage Distribution of
Scholarship/Bursary as a Source of Income
by Year of Enrollment
College of Education

Percentage of Funding	Year									
	First Year		Second Year		Third Year		Fourth Year		Total Year	
	N	%	N	%	N	%	N	%	N	%
0%	96	66.2	133	76.0	82	85.4	78	79.6	389	75.7
5%	20	13.8	5	2.9	-		3	3.1	28	5.4
10%	12	8.3	13	7.4	2	2.1	4	4.1	31	6.0
15%	3	2.1	3	1.7	4	4.2	2	2.0	12	2.3
20%	3	2.1	5	2.9	3	3.1	4	4.1	15	2.9
25%	3	2.1	5	2.9	1	1.0	1	1.0	10	1.9
30%	2	1.4	3	1.7	1	1.0	5	5.1	11	2.1
35%	2	1.4	1	1.6	1	1.0	-		4	.8
40%	2	1.4	3	1.7	-		-		5	1.0
45%	-		-		1	1.0	-		1	.2
50%	1	.7	2	1.1	1	1.0	1	1.0	5	1.0
55%	-		-		-		-		-	
60%	-		-		-		-		-	
65%	1	.7	-		-		-		1	.2
70%	-		1	.6	-		-		1	.2
75%	-		1	.6	-		-		1	.2
80%	-		-		-		-		-	
85%	-		-		-		-		-	
90%	-		-		-		-		-	
95%	-		-		-		-		-	
100%	-		-		-		-		-	

$x^2 = 59.91$
Significance = .0172
(43/56 or 76.8% of the valid cells have an expected cell frequency of less than five)